

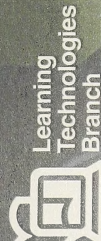


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Thematic Grade Two




Module 4B: Taking Care of Me



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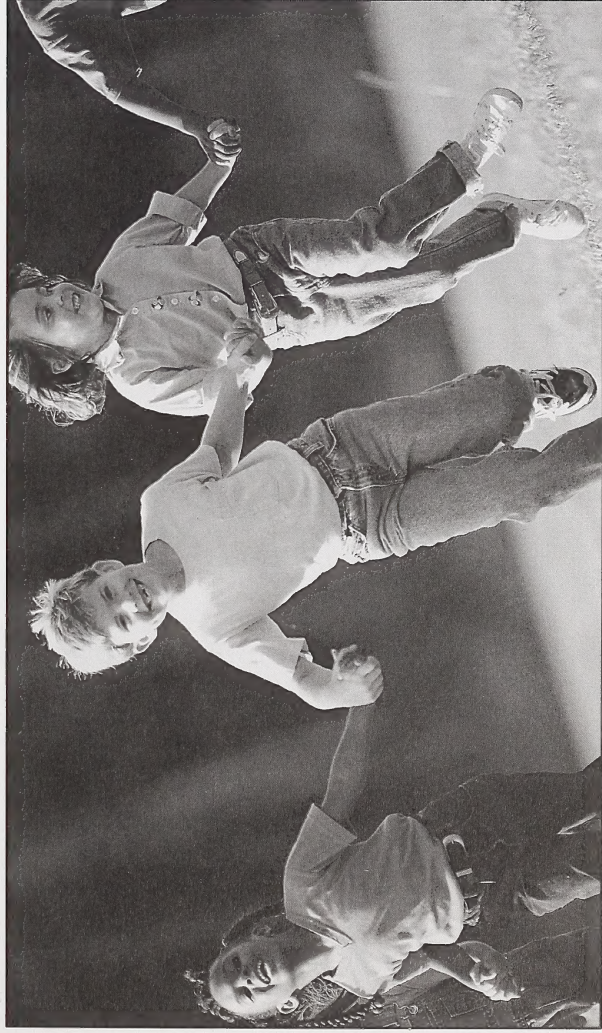


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**Grade Two Thematic
Module 4B: Day 10 to Day 18**

Taking Care of Me



Grade Two Thematic
Module 4B: Taking Care of Me
Day 10 to Day 18
Student Module Booklet
Learning Technologies Branch
ISBN 0-7741-2129-7

The Learning Technologies Branch acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Student Module Booklet.

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Learning, <http://www.learning.gov.ab.ca>
- Learning Technologies Branch, <http://www.learning.gov.ab.ca/ltb>
- Learning Resources Centre, <http://www.lrc.learning.gov.ab.ca>

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Welcome to Grade Two Thematic

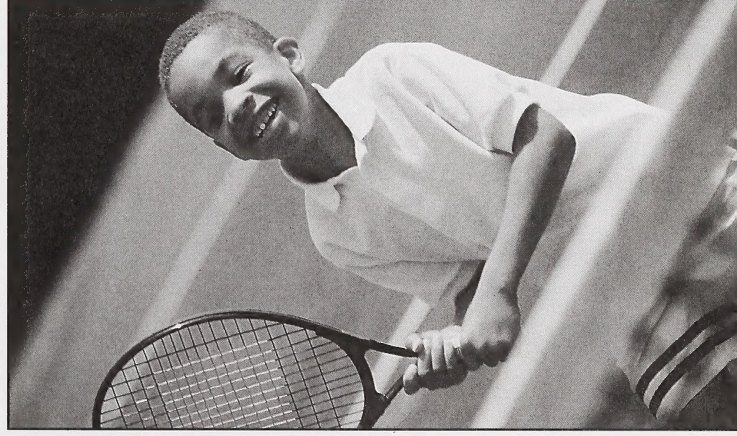
Read all the text to the student
as he or she follows along.

Do you sometimes think about all the people you see and wonder what they do while you're in school?

Have you ever wondered what children in other countries in the world do for fun? Do you think they learn about the same things you do?

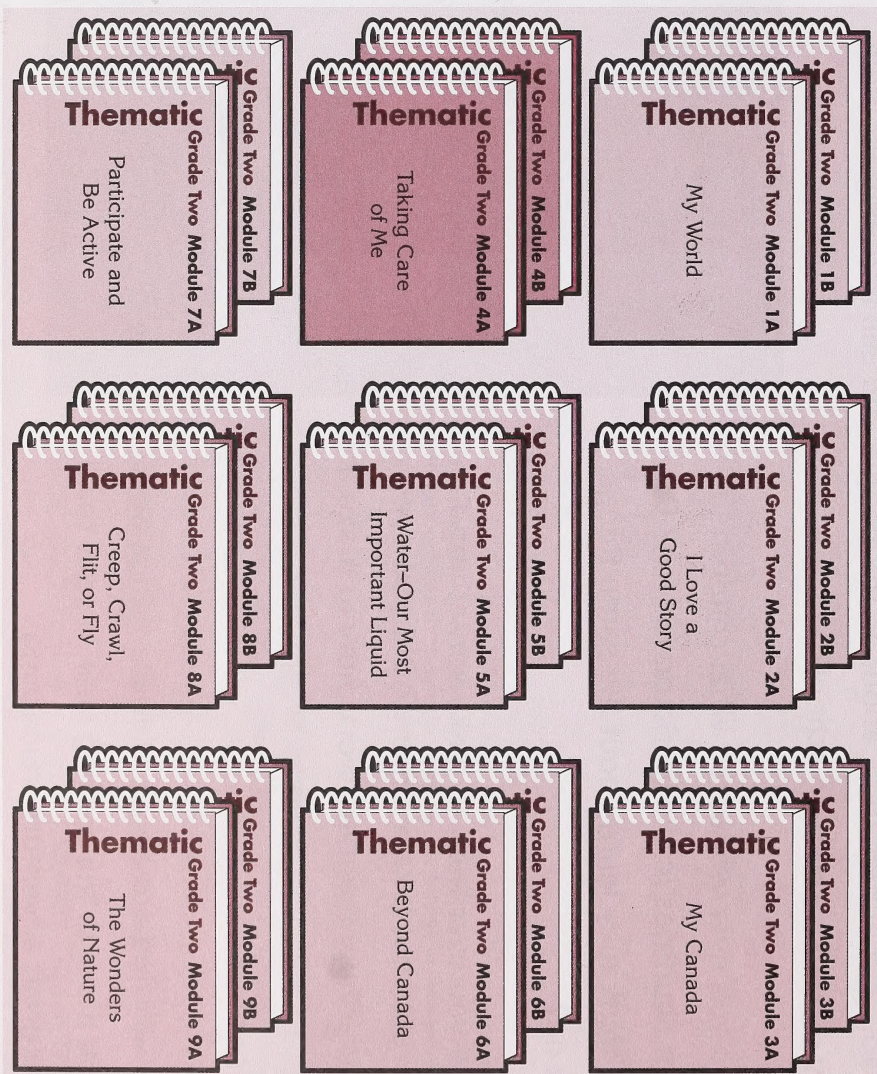
Have you ever tried to make something float on water, but it kept sinking? Did you ever wonder how magnets work, how to make a map, or why you have to brush your teeth every day?

You will find out about all these things and much more in the coming year. So get ready for a great adventure in learning!

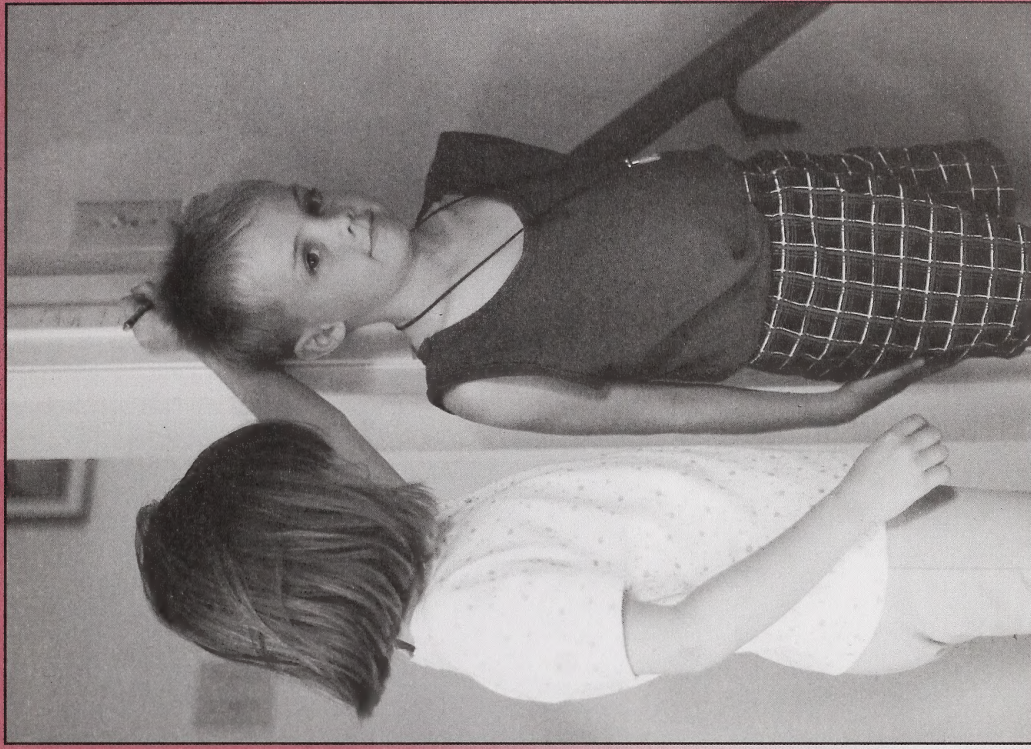


Go over the diagram with the student. Read the title of each Student Module Booklet and briefly discuss what it is about. Tell the student that he or she will write assignments after certain lessons. These assignments will be sent to the teacher to be marked.

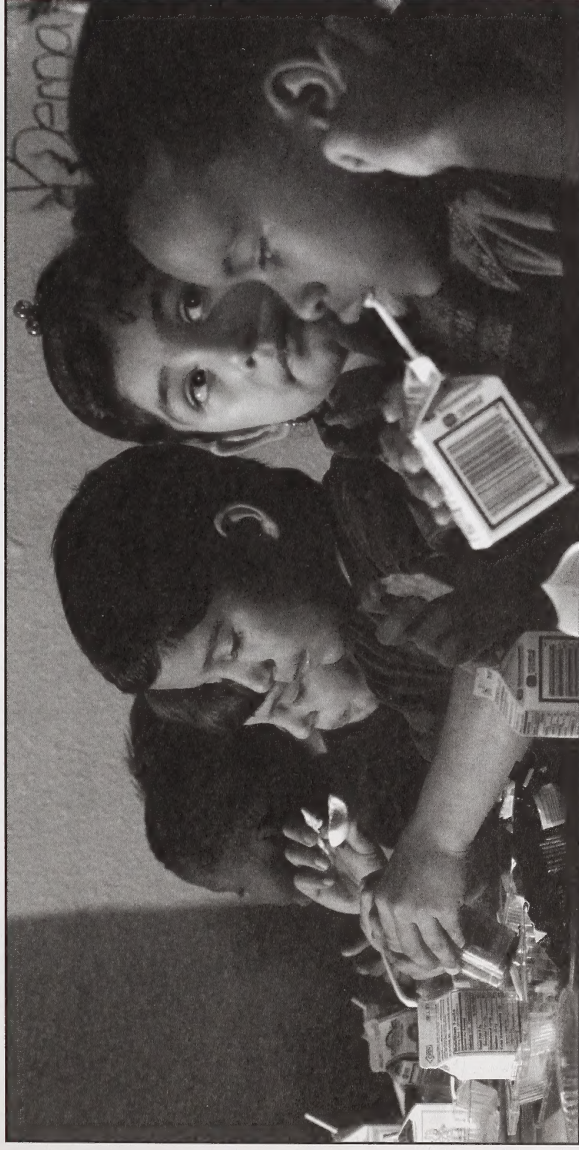
Look at the books on this page. They show the different, fun things you will be working on throughout the year. Your home instructor will tell you all about the books you will be using this year.



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Taking Care of Me

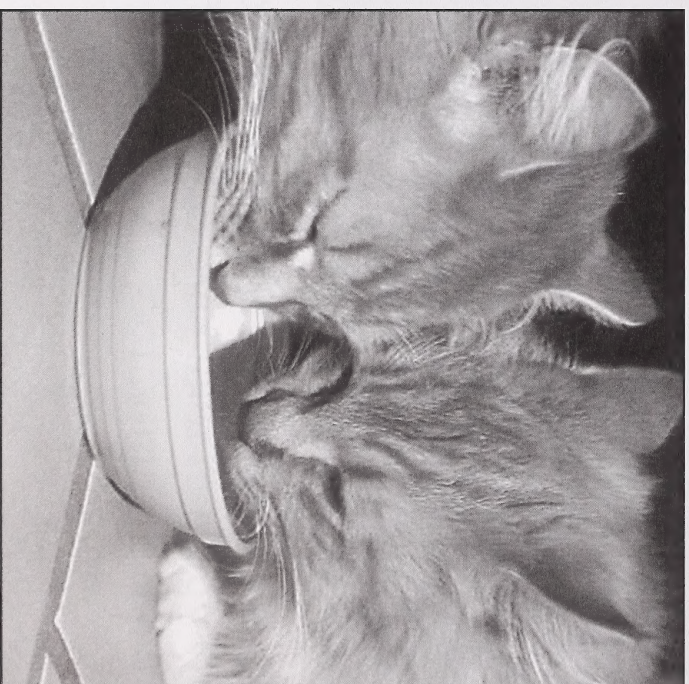


Everyone wants to be happy and healthy! Today, you will learn how you can take care of yourself, so you can be happy and healthy, too.

Read the text to the student while he or she follows along, or the student may read the text aloud on his or her own.

You will learn that animals also take care of themselves. You will read about amazing animals and find out how they stay healthy, too.

Get ready to continue Module 4!





Day 10: The Most Important Meal

You know how important it is to eat nutritious meals.

Today you will learn about the most important meal of the day.

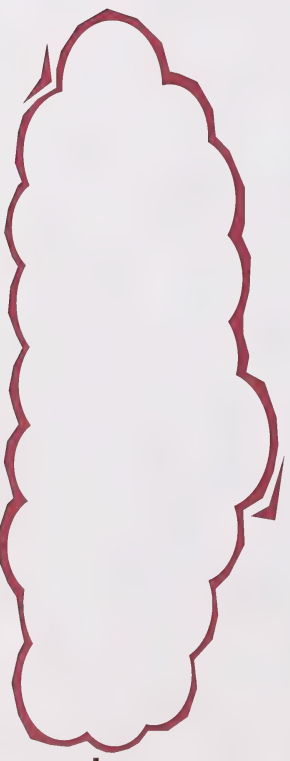
You will also read about a strange and amazing animal.

Calendar Time

Look at your calendar. What is today's date?

Put the cards that show today's date on the Calendar Wall.

Today's date is



Discuss today's forecast with the student.

Discuss the current weather with the student.



Look outside. Draw the symbol or symbols for the current weather on the calendar in the square for today's date.



Work on Module 4: Day 10.

Endangered Animals

Listen as your home instructor reads the following poem "Buffalo Dusk" by Carl Sandburg.

Buffalo Dusk

The buffaloes are gone.
 And those who saw the buffaloes are gone.
 Those who saw the buffaloes by thousands and how they pawed
 the prairie sod into dust with their hoofs, their great heads down
 pawing on in a great pageant of dusk,
 Those who saw the buffaloes are gone.
 And the buffaloes are gone.

Have the student visualize pictures as you read the poem "Buffalo Dusk" aloud. Then ask the student to describe the pictures. Discuss the meaning of the word *dusk* as the time just before dark. Ask why the author used that word in the title. Read the poem again to find out why he might have used it.

"Buffalo Dusk" from SMOKE AND STEEL by Carl Sandburg, copyright 1920 by Harcourt, Inc. and renewed 1948 by Carl Sandburg, reproduced by permission of the publisher. This material may not be reproduced in any form or by any means without the prior written permission of the publisher.

Module 4B: Taking Care of Me





Explain what *endangered* means (animals in danger of disappearing forever). Discuss why the buffalo have almost disappeared, and ask the student to talk about other animals that he or she knows are endangered. Endangered animals include the trumpeter swan, peregrine falcon, baboon, gorilla, manatee, beluga whale, tiger, cheetah, bobcat, chimpanzee, African and Asian elephants, Northern swift fox, koala, leopard, otter, panda, and gray whale.

Refer to the Home Instructor's Guide for some websites about endangered species.



The buffalo, or bison, are **endangered**. What does endangered mean?

Do you know of any other animals that may be endangered? Circle **Yes** or **No**. What are they?

It Climbs!

Can you think of animals that climb?

Circle **yes** or **no**.

List as many as you can think of.



Brainstorm with the student animals that climb. List the animals on the board. Categorize the animals in groups according to where they live. Print a heading for each group and sort the climbing animals under the appropriate category. See the Home Instructor's Guide for an example.

Reading



Take out the book *Amazing Animals*.

Have the student answer the questions orally. The animal is a kangaroo in a tree. It is unusual because common kangaroos don't climb trees.

It is in the tree to eat the leaves.

Look at the cover of your book *Amazing Animals*.
What kind of animal is on the cover? Where is it?
Why is this unusual?

Why do you think the kangaroo is up a tree?



Turn to the Contents page. Find the title "Kangaroo Up a Tree."

What page is it on? _____

What kind of selection is it?

Who is the author?

Turn to page 24. Look at the pictures in the selection. Read the headings aloud.

What do the pictures and headings tell you?

Read the selection aloud with your home instructor. When you finish, read it again to yourself.

It is on page 24.

It is a report.

The author is **Annie Sutton**.

Have the student look through the selection. Write the headings and picture labels on the board as the student reads them aloud ("Great Climbers and Jumpers," "Matschie's Tree Kangaroo," "Appearance," "Food," "Habitat," "Tree Kangaroo Babies," and "Endangered Creature!").

Discuss each one. For example, tell the student that there are many varieties of tree kangaroos, and the one discussed in the selection is the Matschie. Compare the kangaroo's weight and height with the student's. Look in an atlas or on a globe to find Australia and Papua New Guinea, and note where they are in relation to Canada. Discuss what the heading "Endangered Creature!" tells.



Have the student respond orally. The information is found in the text under the appropriate headings, in the pictures, and the map.

I Know This Now

Describe a tree kangaroo's appearance. Where did you find this information?

What kind of food does it eat? Where did you find this information?

Where does it live? Where did you find this information?

How is the tree kangaroo the same as a common kangaroo? How is it different?

Describe how a tree kangaroo climbs.



How does a joey grow?

What do you think people can do to help the tree kangaroo survive?

What can be done for other endangered animals?

Journal Time



Take out your journal. Turn to the **Reading Response** section.

What was the most interesting part of the report “Kangaroo Up a Tree”? Why? Write about it in your journal. Draw a picture of a tree kangaroo under your entry.

Remember to print the day’s date at the top of the page.

New Words

These words are from the report “Kangaroo Up a Tree.” Read them to your home instructor.

climb

heard

creature

learn

month

tail

Remember, if you have a hard time saying a word, look at how it starts. Sound it out. Is there a little word in it that you know? Look at how the word ends. Look for vowel teams and consonant blends to help you.

Practise the **look-say-cover** and **see-write-check** way of learning to spell these new words.

Use the new words to complete these sentences.

1. Have you _____ of kangaroos that live in trees?
2. A tree kangaroo can _____ a tree.
3. The tree kangaroo is an endangered _____.

Now it's your turn to write sentences using the new words **learn**, **month**, and **tail**. Write a sentence for each word.

1. _____
- _____

The answers are heard, climb, and creature.

Check the sentences for content, spelling, and punctuation.

2.

3.

On the lines print the answers to the following.

The answers are climb, month, and learn.

You do this when you go up stairs.

There are 12 of these in a year.

You go to school to do this.

The answers continue as follows:
he, ear, hear, tale; and create.



Print three little words found in **heard**.

This word sounds like **tail** but means a type of story.

Remove two letters from **creature** to make a new word that means to make something new. _____



Take out six white index cards.

Print the six new words on the cards and put them on your Word Wall.



Take out your *Collections Writing Dictionary*.

If there are any other words from the story “Kangaroo Up a Tree” that the student would like to add to the Word Wall, have him or her print them on index cards and tape them on the Word Wall now.

Both you and the student read silently for ten minutes.

Refer to the Home Instructor’s Guide for information about this activity.

Print the six new words in your dictionary.

Break for lunch.



Silent Reading

Enjoy your reading time.

Words I Use Often

Look at the two words on the coloured index cards. Say them aloud and practise them. Tape them on the Word Wall.



Fun with Phonics

Read these sentences aloud.

The tree kangaroo hops up a tree.
 The tree kangaroo is hopping up a tree.
 The tree kangaroo hopped up a tree.

Underline the endings that are added to the word **hop** in each sentence.

What happened to the **p** when **ed** and **ing** were added?



The endings “s,” “ed,” and “ing” were added. Guide the student to see that when “ed” and “ing” were added, the final consonant (p) was doubled. Explain that when a word with a short vowel ends in one consonant, that consonant is usually doubled before adding “ed” or “ing.”

The answers on the following page are **plan**, **stop**, **snap**, and **scrub**. The new words are **planned**, **planning**; **stopped**, **stopping**; **snapped**, **snapping**; and **scrubbed**, **scrubbing**.

Read these words aloud. Circle the ones that have a short vowel and end in a single consonant.

climb

plan

rock

stop

snap

scrub

clean

truck

Print the circled words on the lines in the first column. Add the endings **ed** and **ing** to the words in the second and third columns. Remember to double the final consonant!

Short Vowel Word

Ending with a Single Consonant

ed**ing**

On the lines print the sentences you hear your home instructor say.

1. _____

2. _____

3. _____

Now you will be adding **ing** and **ed** to words with short vowels.



Do pages 155 and 156.

Dictate the following sentences as the student prints them.

1. Mother stopped the car.
2. Where are you planning to go?
3. I dipped the dog in the tub.

Check the spelling and punctuation afterward with the student.

Refer to the Home Instructor's Guide for information about this activity.

The Most Important Meal of the Day

What is the most important meal of the day?

_____ Did you write *breakfast*? If you did, you were right!



Why do you think breakfast is so important?

A nutritious breakfast gives you energy to start the day. The food you eat at breakfast gives you energy to breathe, walk, play, work, and exercise.

Do you know what a tree kangaroo does soon after it wakes up? It looks for food. Many animals look for food when they wake up. They need the food to give them energy to get through the day.

If you don't have a nutritious breakfast, you may not work well later in the morning, and you may not learn as well.



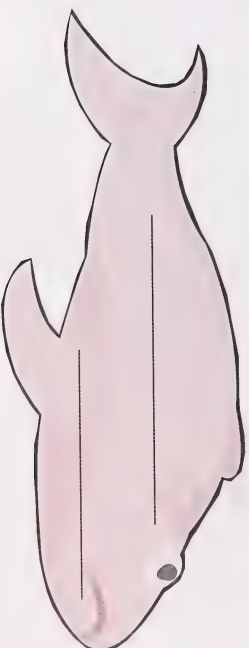
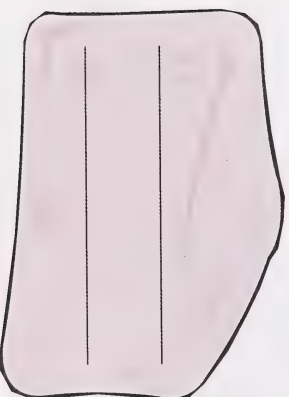
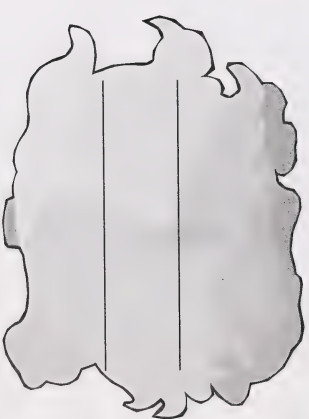
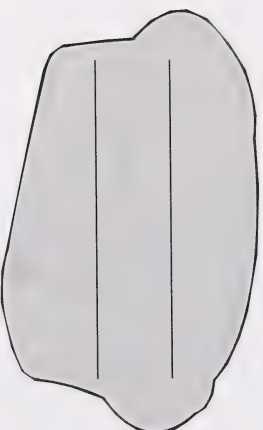
Breakfast contributes important nutrients like vitamins and minerals to the diet. When breakfast is skipped, these nutrients are not often acquired during the rest of the day. Also, by skipping breakfast, a person could overeat at the next meal.

The body is in a fasting state when it sleeps, yet it uses carbohydrates. So when a person wakes up, the body doesn't have very many carbohydrates. For this reason, it is important to eat food with complex carbohydrates like whole grain breads and cereals, (such as bran flakes or shredded wheat, hot oatmeal, whole-wheat bread), and fruits. Protein, found in yogurt and eggs, enhances mental function and alertness.

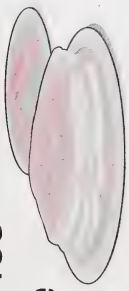
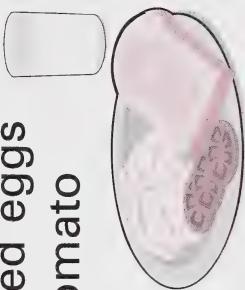

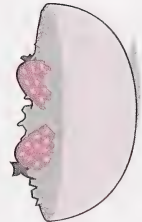
The four food groups are grain products, vegetables and fruit, milk products, and meat and meat alternatives.

A **good** breakfast has something from three food groups. The **best** breakfast has something from all four food groups.

Do you remember what the four food groups are? Print the four food groups in the following food shapes.



Look at the following breakfasts. Print **good** or **best** on the lines to tell if each contains foods from three food groups or foods from four food groups.

<div>1. pancakes blueberries sausage</div> <div></div> <div>_____</div>	<div>2. scrambled eggs sliced tomato toast milk</div> <div></div> <div>_____</div>
<div>3. milk peanut butter banana toast</div> <div></div> <div>_____</div>	<div>4. strawberries cereal milk</div> <div></div> <div>_____</div>

The second and third breakfasts are the best ones. With the student, look at the food groups in each breakfast and discuss why they are labelled “good” or “best.”



Complete Day 10: Assignment 1 in your Assignment Booklet.

Looking Back

What do you think is the most amazing thing about tree kangaroos? Why?

How do you feel about animals that are endangered?

Would you like to help these animals from becoming extinct? Why?

Do you always eat nutritious breakfasts? Why should you eat nutritious breakfasts?

Turn to Assignment Booklet 4B and complete the Day 10: Learning Log. Have the student include his or her comments.

Story Time

Relax and enjoy the story!

Sharing Time

Choose one of the following to share with a friend or family member:

- You could read “Kangaroo Up a Tree” and tell everything you know about tree kangaroos.
- Ask family members what they had for breakfast today. Did they have a nutritious breakfast? Why or why not?



Day 11: Kick Off Your Day

In soccer or football the game begins with a kickoff. You need to kick off your day.

How can you kick off your day? You'll find out today.

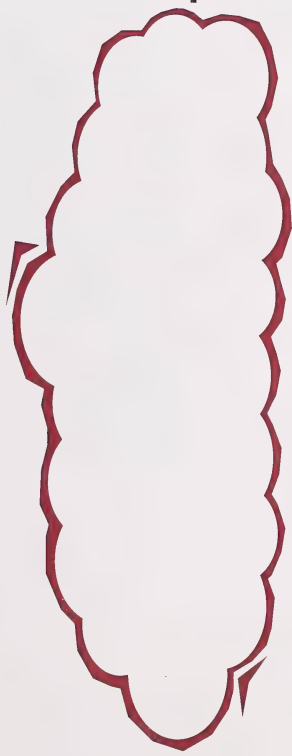
You will also hear interesting new music. And you get to be a tree kangaroo!



Calendar Time

Look at your calendar. What is today's date?

Put the cards that show today's date on the Calendar Wall.



Today's date is _____.

What is the weather forecast for today?

Look outside. Draw the symbol or symbols for the current weather on the calendar in the square for today's date.

Discuss today's forecast with the student.

Discuss the current weather with the student.



Work on Module 4: Day 11.

Journal Time



Take out your journal. Turn to the Personal Writing section.

In your journal write what you had for breakfast today. Explain why it was or wasn't nutritious. Then draw and colour what you ate.

Music and Movement



Take out the CD called *JEUX D'ENFANTS*.

Read the following story of "The Pied Piper" aloud.

Show the student the CD *JEUX D'ENFANTS*. Remind him or her that the title is French for "children's games," and that all the music on the CD was written by composers with children in mind. Today the student will listen to "The Pied Piper" by the American composer Walter Mourant. With the student, find the United States on the globe. Show its relation to Canada. If you have a copy of "The Pied Piper of Hamelin" by the Brothers Grimm, read it to the student or read the short version here.

The Pied Piper

In the year 1284, a man wearing a beautiful coat of many colours arrived in the town of Hamelin. He said he could get rid of all the rats in the town. He started to play his pipe, and all the rats and mice in town ran out of the houses and followed the piper. The piper led the rats and mice to the river where they all drowned.



You will be listening to a piece of music called “The Pied Piper” by the American **composer** Walter Mourtant. He wanted to put the story of “The Pied Piper” to music. Listen for one instrument that you can hear more than the others. It’s the “pipe” that leads the rats out of town.

Review the definition of a **composer** (someone who writes music).

Play Mourant's "The Pied Piper." Find a comfortable spot and listen to the music along with the student. Discuss the music with the student afterwards. Ask if the tempo is fast or slow and if the music is soft or loud. (The tempo is slow and the music is soft.)

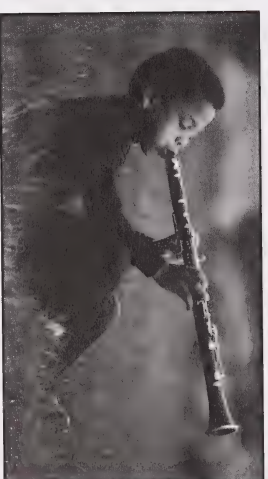
Discuss the instrument that dominates—the *clarinet* is the "pipe" that led the rats and mice out of Hamelin.

Play the piece again. This time have the student be the piper, and you be the rat following him or her. Then switch roles.

Find a nice, comfortable spot to listen to the music. Relax and enjoy it.

Did you enjoy the music? Circle **Yes** or **No**.
What did you like about it? How did the music make you feel?

What instrument did you hear more than any other? That instrument is the **clarinet**.



When you listened to the music, did you imagine the rats and mice following the piper out of town? Circle **Yes** or **No**. When you listen to the music again, picture the rats and mice following the piper. Pretend to be the piper who leads the rats out of town. Then pretend to be a rat or mouse who follows the piper.

I'm a Tree Kangaroo

You're going to pretend to be a tree kangaroo this morning! Listen as your home instructor gives you instructions on what to do.

Reading



Take out the book *Amazing Animals*.



Turn to the report "Kangaroo Up a Tree." Read it aloud.

Now without looking in the report, describe a tree kangaroo to your home instructor.

Play "The Pied Piper" again and have the student pretend. Give the following instructions to the student:

- Hop like a kangaroo around the rainforest.
- Pretend to climb up a tree.
- Pick the leaves off the tree and eat them.
- Jump to another tree that's three metres away.
- Now climb back down the tree. Hop around on the forest floor.

Listen to the student read the selection. The student is reading the selection again to clarify and reinforce his or her understanding of the text.

Ensure the student pronounces the words correctly; enunciates clearly; attends to pitch, speed, intonation, phrasing, emphasis, and punctuation; and reads with sufficient volume.

Remove the "Growth of a Tree Kangaroo Joey" from the Appendix. Have the student cut out and glue the headings indicating the ages in the correct order on a sheet of paper. Then cut out and glue the corresponding details under the headings.

Refer to the Home Instructor's Guide for more information about this activity.

See the Home Instructor's Guide for information about filling in the diagram and a sample tree diagram.

Make a Time Line



Take out unlined paper.

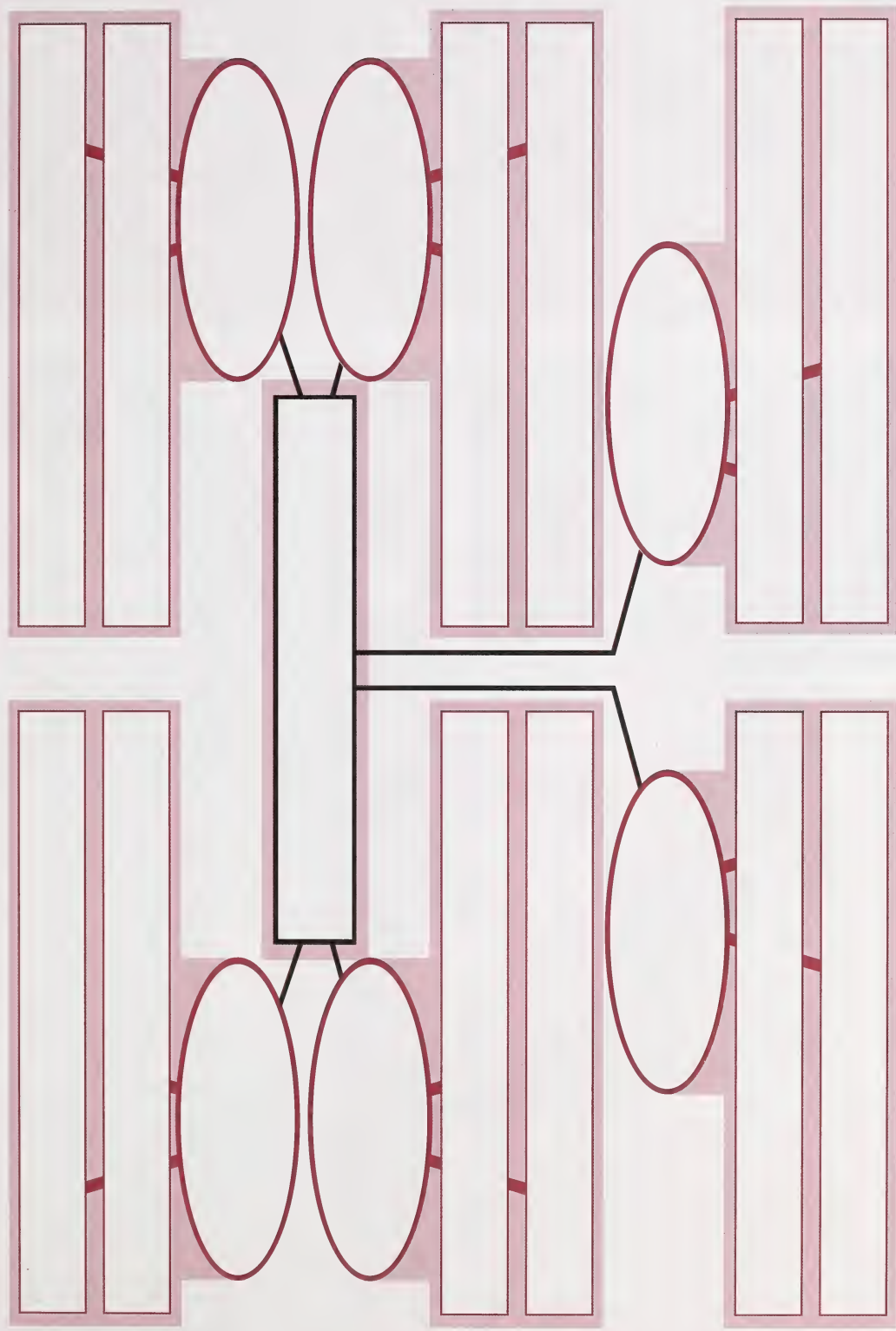
You will create a tree kangaroo time line using **Growth of a Tree Kangaroo Joey** from the Appendix. Your home instructor will show you how.



You will send your tree kangaroo time line to your teacher on Day 18.

Tree Kangaroos on a Tree Diagram

Fill in the following tree diagram to show information about tree kangaroos. Begin by filling in the topic in the centre or main branch. Then add six main ideas or headings. Finally give two details for each heading.



Have the student choose information from one of the headings and illustrate it.

Refer to the Home Instructor's Guide for more information about this activity.

If the student is interested in finding more information about tree kangaroos, have him or her visit the following websites:

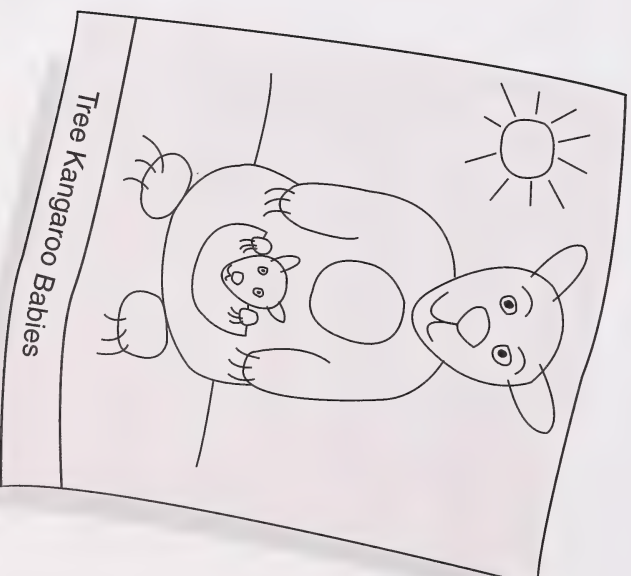
- <http://www.scz.org/animals/t/matsche.html>
- <http://www.wildlife-australia.com/lumholtz.htm>

Or use a search engine, such as yahooigans.com, and search for tree kangaroos.



Take out unlined paper.

Choose one of the headings and print it at the bottom of your paper. Illustrate the information from that heading.





You will send your illustrated heading to your teacher on Day 18.



Enrichment (optional)

If you have time, you may want to do an extra activity.

Break for lunch.



Silent Reading

Enjoy your reading time.



Refer to the Home Instructor's Guide for information about this activity.

Both you and the student read silently for ten minutes.

Fun with Phonics

Read the following sentences aloud.

The tree kangaroo joey lived in Australia.

He didn't like leaving his mother's pouch at first.

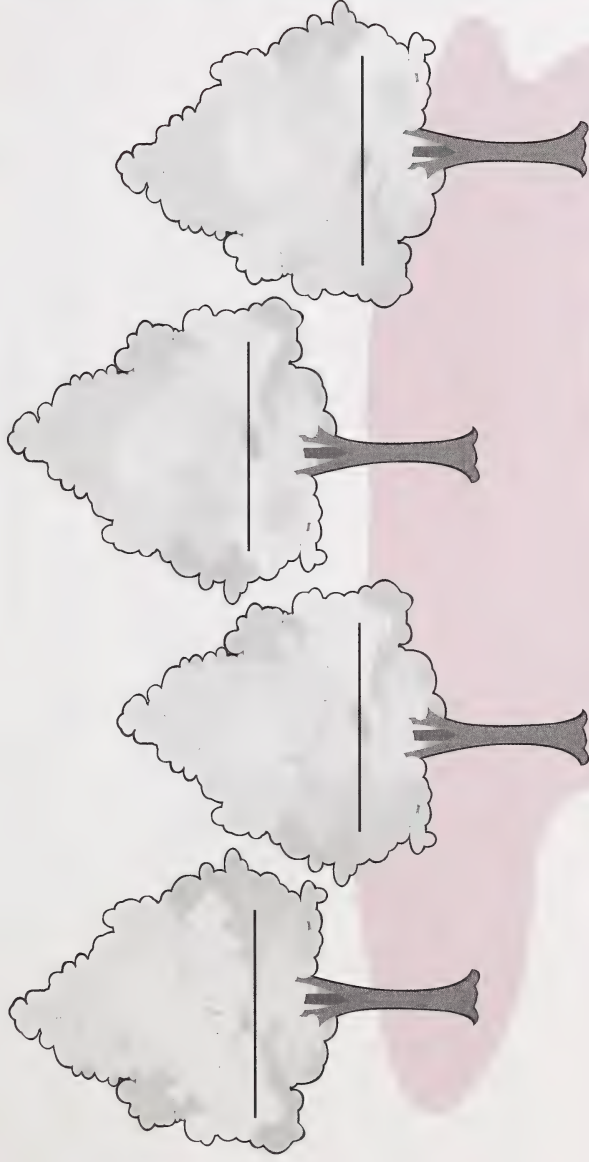
When he grew up, he liked sliding his arms up a tree to climb it.

Now go back and circle all the words in the sentences you just read that have **ed** or **ing** endings.



The words are **lived**, **leaving**, **liked**, and **sliding**.

What are the base words of the words you circled?
Print them in the tree shapes below.



Look at the words you just printed. How many vowels does each word have? What do you notice about the last vowel in each word? What happened to that vowel when **ed** or **ing** were added?

Guide the student in identifying the base words **live**, **leave**, **like**, and **slide**.

Each word has two vowels except *leave* which has three. The last vowel in each one is a "silent e." Help the student conclude that when "ed" or "ing" is added to words with a "silent e," the "e" is dropped.

The answers are **baked**, **hiding**, **driving**, and **saved**.



Refer to the Home Instructor's Guide for information about this activity.



Look at the following base words. Add **ed** or **ing** to them to make new words to complete the sentences. Remember, when you add **ed** or **ing** to a word that ends in a **silent e**, drop the **e** first.

drive bake hide save

1. My brother _____ a cake.
2. Where is the cat _____?
3. My mother said I was _____ her crazy.
4. I _____ a piece of cake for you.

Now you will be working with **ed** and **ing** endings in the phonics book.



Do pages 157 and 158.

A Yummy Start to the Day

On the pancake, print the name of the most important meal of the day.



Do you remember why it's the most important meal of the day? What makes a good breakfast? What makes the best breakfast?

Are you in a hurry in the mornings?

Circle **Yes** or **No**.

Do you sometimes skip breakfast?

Circle **Yes** or **No**.

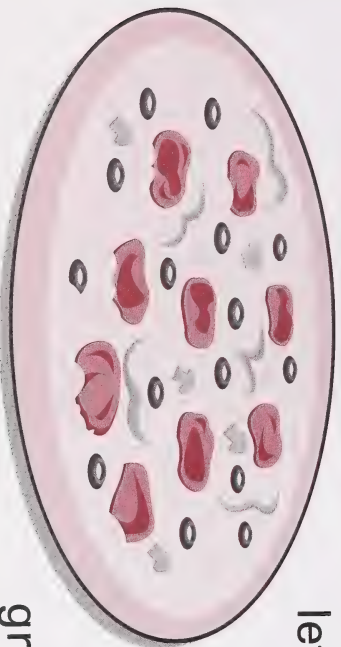
Have the student answer orally. Breakfast gives you the energy your body needs to start the day. A nutritious breakfast helps you to function better. A good breakfast contains foods from three food groups. The best breakfast contains foods from four food groups.

If you don't have time for a sit-down breakfast, you can grab something to eat on the run. You can grab a muffin, an apple, or a banana to eat while you're on your way or when you get to where you're going.

Some people don't like the usual breakfast foods, but they can still eat a good breakfast.

Would you believe that

left-over pizza, peanut butter on toast, or a tortilla and cheese wrap with milk or juice can be good, nutritious breakfasts? They can! All you need to have a good breakfast are foods from three food groups. They can be any food! Just make sure you like it.



What are your favourite breakfast foods?

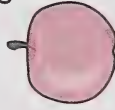


Take out unlined paper.

You are going to create a best breakfast menu with your favourite foods. Use the *Canada Food Guide to Healthy Eating* to help you make the best breakfast. Print a heading like **Best Breakfast Menu** at the top. Then draw and label the foods on the menu.

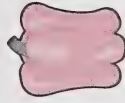
Best Breakfast Menu

Choice of apple, orange, tomato juice,
or half a grapefruit



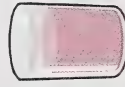
and

Tortilla wrap with tuna, red peppers,
onions, and mozzarella cheese



or

Tortilla wrap with Swiss cheese and ham



Discuss the student's favourite breakfast foods and any unusual foods he or she might enjoy for breakfast. Ensure the student's breakfast menu contains foods from four food groups.

Refer to the Home Instructor's Guide for more information about this activity.

If you haven't purchased the ingredients for the snack the student will make on Day 12, do so today.



You will send your breakfast menu to your teacher on Day 18.

Looking Back

What did you like best about today's Music and Movement activity?

How do the pictures in the report "Kangaroo Up a Tree" help you to learn about this animal?

Are you pleased with how your "Growth of a Tree Kangaroo" time line turned out? Why or why not?

Did you enjoy planning a best breakfast menu? Why or why not?

What do you know about planning a nutritious breakfast that you didn't know before?

Turn to Assignment Booklet 4B and complete the Day 11: Learning Log. Have the student include his or her comments.

Story Time

Relax and enjoy the story!

Sharing Time

Choose one of the following to share:

- Play “The Pied Piper” and listen to it with your family. Tell them about the story of the Pied Piper.
- Read “Kangaroo Up a Tree.”
- Show your tree kangaroo time line.
- Show your breakfast menu.
- Ask your family members what their favourite breakfast foods are.



Day 12: I Can Cook!

Do you like to cook?
You're going to cook a
nutritious snack today.

Do you like baby
animals? You get to
research and write
about one today.

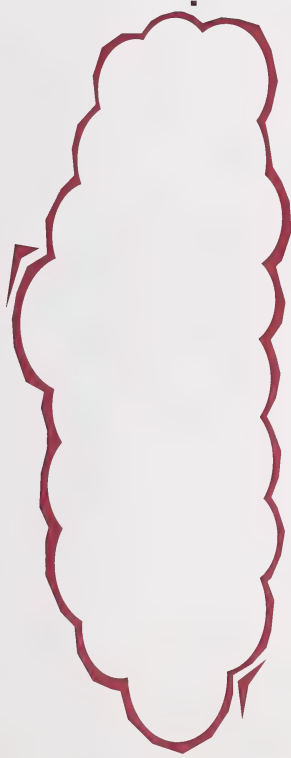
It's going to be a fun
day today!



Calendar Time

Look at your calendar. What is today's date?

Put the cards that show today's date on the Calendar Wall.



Today's date is _____.

What is the weather forecast for today?

Look outside. Draw the symbol or symbols for the current weather on the calendar in the square for today's date.

Discuss today's forecast with the student.

Discuss the current weather with the student.



Work on Module 4: Day 12.

Words I Use Often

Look at the two words on coloured index cards. Say them aloud and practise them. Tape them on the Word Wall.

Reading



Take out the book *Amazing Animals*.

Turn to the report "Kangaroo Up a Tree." Read it to yourself.

Refer to the Home Instructor's Guide for more information.

Baby Animals



What is a baby kangaroo called? What other baby animals can you think of? Print the adult animal and baby animal names on the chart on the next page.

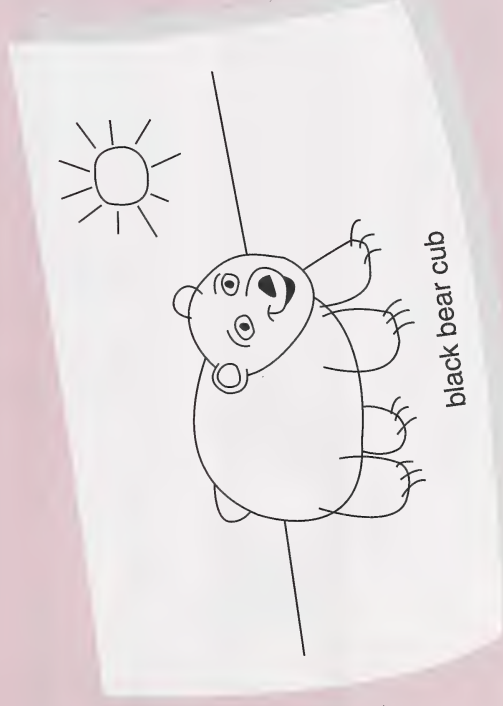
A baby kangaroo is called a **joey**. Brainstorm the names of other baby animals with the student. Have the student record them on the chart. Assist with the spelling. Examples include dog and puppy, cat and kitten, deer and fawn, duck and duckling, lion and cub, swan and cygnet, frog and tadpole, beaver and kit, horse and foal, cow and calf, sheep and lamb, pig and piglet, chicken and chick, bear and cub, goat and kid, whale and calf, skunk and kitten, goose and gosling.

[illegible]

Read aloud this report on black bear cubs.

Black Bear Cubs

Black bear cubs are born in January or February. The mother bear usually has two cubs. The cubs are blind and deaf at birth. They drink their mother's milk for four or five months. The cubs stay with their mother for up to two years. They learn how and where to find food. Then they leave their mother to live alone and find their own food.



Discuss the places the student can look to find information about the baby animal. Provide, if possible, the books listed in the Home Instructor's Guide—*A Pinky Is a Baby Mouse* and *A Time for Babies*. Check your local library for other baby animal books.

Refer to the Home Instructor's Guide for more information.

Both you and the student read silently for ten minutes.



Pick one baby animal from the chart that you would like to learn about. You're going to research that animal, and then write about it. Where can you go to research information about your baby animal? Check the web showing **Sources of Information**.



Take out lined paper.

Write about the baby animal you researched, and then illustrate it, just like the report on black bear cubs.



You will send the baby animal report to your teacher on Day 18.

Break for lunch.



Silent Reading

Enjoy your reading time.

Fun with Phonics

Read this sentence aloud.

Marti wishes he hadn't dropped the coins he was saving.

Underline the words in the sentence you just read that end in **s**, **es**, **ed**, and **ing**. Some of the base words change when you add **s**, **es**, **ed**, or **ing**. Why?

You will be reviewing words ending in **s**, **es**, **ed**, and **ing** in the phonics book.



Do pages 159 and 160.

Review the rules for adding endings.

1. When a word with a short vowel ends in a single consonant, double that letter before adding "ed" or "ing."
2. When a word with a long vowel ends in "silent e," drop the "e" before adding "ed" or "ing."
3. If a word ends in "sh," "ch," "z," or "x," add "es" instead of "s."

The underlined words are **wishes**, **dropped**, **coins**, and **saving**. Have the student find the base words and apply the rules for adding endings to explain the changes in spelling. The base words are *wish*, *drop*, *coin*, and *save*.

Refer to the Home Instructor's Guide for more information about this activity.



Cooking Is Fun!

Read this chant aloud.

Let's Make a Salad

First you wash the lettuce,
Then you spin it dry.
Chop a lot of onions
till they make you cry.
If you want a salad
that's the best you've ever had,
All you have to do is

ADD

Pepper and lime,
Parsley and thyme,
A dash of salt, too,
Makes dressing for you.

THEN

Slice in a tomato,
Add a bit of cheese,
Salad in a bowl,
Serve it
If you please!



Talk about any experiences the student may have had cooking or helping out in the kitchen.

Do you think you could make a salad like the one in the chant? Circle **Yes** or **No**. Maybe you could try it sometime! Have you ever helped someone cook in the kitchen? Circle **Yes** or **No**. What did you help make? Have you ever made something on your own? Circle **Yes** or **No**. What was it?

You will make a nutritious snack today. What is a nutritious snack?

What are the four food groups?

Following are recipes for two snacks. Choose which one you would like to make. Read the recipe carefully. Prepare all the ingredients you will need. Put on an apron and get started!

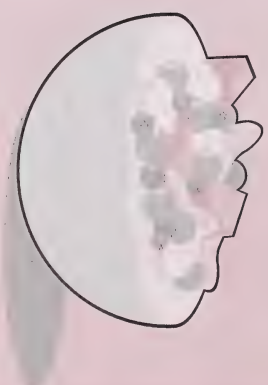
A nutritious snack is a food that belongs in one of the four food groups—grain products, vegetables and fruit, milk products, and meat and meat alternatives.

When cutting the fruit, watch the student carefully, and cut the tougher fruit yourself. If you don't have a melon scoop to make balls, use a spoon to take out the melon flesh or cut it in chunks. Supervise the making of the snack, and help the student when needed.

Fruit Salad

1 melon	1 banana
1 orange	1 small bunch of grapes
1 apple	30 mL orange juice

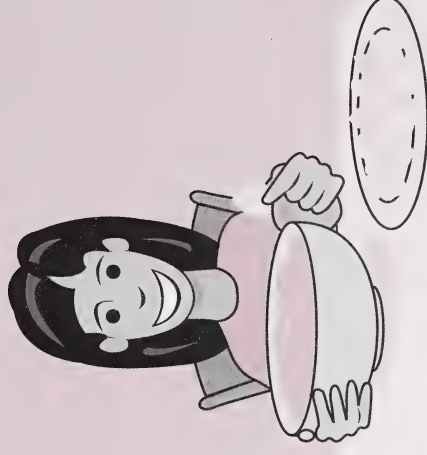
- Wash the apple and grapes.
- Cut the melon in half.
- Scoop out the seeds with a spoon.
- Cut a thin slice off each end, so it doesn't wobble.
- Scoop out balls of the melon into a bowl.
- Cut the apple, orange, and banana into pieces and put them into the bowl.
- Place the grapes into the bowl.
- Drizzle the orange juice on the fruit and stir.
- Spoon the fruit into each melon half.



Hummus Dip

1 can (250 mL) chick peas	parsley leaves
30 mL tahini (ground sesame paste)	salt
30 mL lemon juice	cayenne pepper
20–30 mL olive oil	
2 cloves garlic	

- Chop up the garlic.
- Drain and rinse the chick peas.
- Blend the first five ingredients in a blender.
- Add salt and cayenne pepper to taste.
- Put into a serving bowl.
- Decorate with parsley leaves.
- Serve as a dip with pita bread, whole-wheat crackers, or vegetables.



Record the student answering the questions for this Looking Back session. It will provide feedback for the teacher about the student's successes and difficulties with the research process.

Refer to the Home Instructor's Guide for information about this activity.

Turn to Assignment Booklet 4B and complete the Day 12: Learning Log. Have the student include his or her comments.

When you are finished making your snack, clean up the kitchen. Wash the dishes and utensils you use.

Enjoy your snack.

Looking Back

What did you like best about doing the research report on a baby animal?

What would you do differently next time you do a research project?

Which research material was the most helpful?

Which research material was the least helpful?

What do you know about your baby animal that you didn't know before?



You will send the recording to your teacher on Day 18.

Story Time

Relax and enjoy the story!

Sharing Time

Choose one of the following to share with a friend or family member:

- Read your baby animal report.
- Tell how you made your snack. Share it—if there's any left.
- Make another nutritious snack.



Day 13: Being Active Keeps Me Fit

Physical activities help to keep you healthy. They keep animals healthy, too. Being fit can be fun.

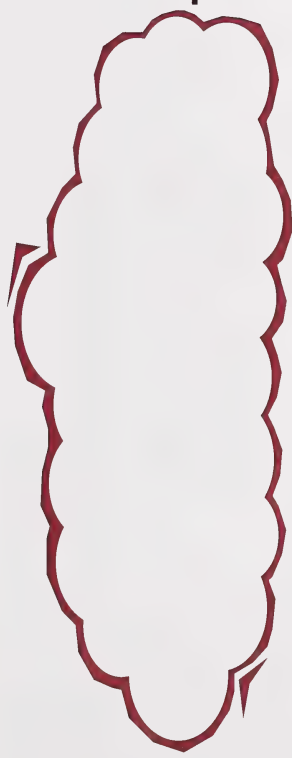
Today you will read about animals in action. You will learn how important it is for you to stay active, too.



Calendar Time

Look at your calendar. What is today's date?

Put the cards that show today's date on the Calendar Wall.



Today's date is _____.

What is the weather forecast for today?

Look outside. Draw the symbol or symbols for the current weather on the calendar in the square for today's date.

Discuss today's forecast with the student.

Discuss the current weather with the student.



Work on Module 4: Day 13.



Journal Time



Take out your journal. Turn to the Personal Writing section.

Discuss the type of physical activity the student enjoys.

Do you like to move
and run and play?

Circle  **Yes** or
 **No**.

Write about your
favourite outdoor
activity.



Music and Movement

You're going to hear a new song today. It's called "Hey Cha." It's a fun song that you can move and dance to.



Listen to the song "Hey Cha."

Does this song make you feel like dancing? Circle **Yes** or **No**. Listen to the song again. This time listen to the words. Where do you think the people in this song live?



Following are the words to "Hey Cha." Read them aloud with your home instructor.

Module 4B: Taking Care of Me

Locate the song "Hey Cha" on the *Ideas That Sing!* Volume 1 CD. Tell the student that this song is an invitation to move, dance, and enjoy feeling alive through exercise. Play the song for the student. As it plays encourage the student to move and dance to it. Move along and dance with the student as the song plays. Play the song again.

This song has a Caribbean feel to it. Show the student the Caribbean Sea in an atlas or on the globe. Explain that this is a warm sea, and the weather is warm year-round. Point out a few islands. Play the song again. This time have the student listen to the words. Ask what words tell that this is a song from a hot, tropical place (jungle, monkey, coconut, mangoes).

Read each verse with the student.

Hey Cha

Gone away to the jungle to stay.

Hey Cha, Hey Cha, Hey Cha Hey.

She moves with the monkeys and

She swings all day.

Hey Cha, Hey Cha, Hey Cha Hey.

CHORUS:

Hey Cha eat the mangoes all day.

When she lazy, she watch the coconut sway.

Hey Cha, Hey Cha, Hey Cha Hey,

Hey Cha, Hey Cha, Hey Cha Hey.

She makes a sound no human ever heard,

Hey Cha, Hey Cha, Hey Cha Hey.

She moves like a monkey and she

sings like a bird.

Hey Cha, Hey Cha, Hey Cha Hey.

CHORUS

One day Hey Cha go to town.

Hey Cha, Hey Cha, Hey Cha Hey.

All the children start to dance around.

Hey Cha, Hey Cha, Hey Cha Hey.

CHORUS

Everybody learns the Hey Cha dance.

Hey Cha, Hey Cha, Hey Cha Hey.

And they can't stop moving inside
of their pants.

Hey Cha, Hey Cha, Hey Cha Hey.

CHORUS

Warm up your voice. You're going to sing!



Sing "Hey Cha." Can you move and sing to it at the same time? Circle **yes** or **no**.
Try it.

Have the student warm up his or her voice by making a sliding sound that moves from a low pitch to a high pitch and back to a low pitch again. Do this several times.

Play the song and sing along to it with the student. Point to the words as you sing along with the music.

Move Along

All animals, including humans, like to move. Children like to play and run. Animals like to do that, too.



Think of different ways animals move. On the chart print the names of the animals and how they move.

Animal	Movement

Look at the selection "Animal Action" that follows. Read the headings and look at the pictures.

What is the selection "Animal Action" about? What kinds of movements do you see?

Look at the chart. Which animal is the fastest? Which is the slowest?

Brainstorm different movements of animals. Birds fly, monkeys climb, dolphins or whales swim, fish swim, dogs and other animals run, snakes slither, rabbits hop, and so on. Have the student record the information on the chart.

Have the student preview the following selection, "Animal Action," by reading the headings and looking at the pictures.

Have the student answer the questions orally.

Animal Action

Animals can move in many fascinating ways. Some can run or hop like us. Some slide, swim, or fly. Animals have to move fast to escape danger. They have to move to find and catch their food.



continued . . .

In the Beginning

Many baby animals, such as fawns, can walk almost as soon as they are born.

Other young animals may need help. A mother scorpion carries her babies on her back where they are protected by the sting in her tail. A baby monkey hangs onto its mother as she swings through the trees.



continued . . .

Speed Up

Many animals are very fast. The cheetah is the fastest land animal. A cheetah can reach speeds up to 110 kilometres per hour. That's more than the speed limit on many highways! Some of the fastest birds are the peregrine falcon and the eagle. They reach speeds in the air that are much faster than the cheetah reaches on land. Giraffes reach speeds of 51 kilometres per hour.



continued . . .

The following chart lists some animals and gives the speed at which each can move.

Speed Comparisons	
Animal	Kilometres Per Hour
peregrine falcon	290
cheetah	110
sailfish	105
racehorse	72
giraffe	51
human	32
turtle	$1\frac{1}{5}$

continued . . .

Leaps and Bounds

Some animals move by leaping or bounding. Others, such as snakes, slither and slide along the ground. The kangaroo moves by jumping. It uses its strong tail for balance and pushes with its powerful hind legs. Kangaroos can jump up to 13 metres in one leap. Snails leave a trail of slime as they move. The slime helps them to move along. Fleas are tiny insects, but they are the best jumpers in the animal kingdom. A flea can jump about 130 times its own length or up to 38 centimetres.



continued . . .

Togetherness

Staying safe for many animals, especially young animals, means being in a large group. The animals move around together to find food and when one animal senses danger, the message is quickly spread. A group of fish is called a school. When a beehive becomes too crowded, many of the bees leave in a swarm with a new queen to find a new home. A group of bison or wildebeest is called a herd. Many birds, such as Canada geese, migrate to warm areas for the winter. They form large flocks to migrate.



Take turns reading the selection with the student.

Have the student skim the text to find the facts.

Read the selection aloud with your home instructor.

Animal Facts

You learned some new facts about animals. Write two facts on the lines that you found most interesting.

1. _____

2. _____

Action Words

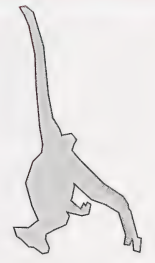
There are many action words in the selection "Animal Action." Make a list of action words that tell how animals move. Print the base words for the actions on the lines.



Action Words







Action words from the selection include run, hop, slide, swim, fly, walk, carry, leap, bound, slither, slide, and jump. Have the student use the base words, such as slide for sliding, and leap for leaps.

Animals in Action



Take out unlined paper.

Discuss which animal the student liked in particular. Have the student draw the animal and then print a label for it.

Refer to the Home Instructor's Guide for more information.

Which animal did you like that you read about today? Think about how you could show this animal in action. Draw and colour a picture of it in action. On your page tell what the animal is and how it is moving.



Snakes slither and slide along.



You will send your labelled picture of an animal to your teacher on Day 18.



Complete Day 13: Assignment 2 in your Assignment Booklet.

Break for lunch.



Silent Reading

Enjoy your reading time.

Fun with Phonics

Read this sentence aloud.

The kangaroo jumps by
pushing with its powerful
hind legs.



Circle the base word in **powerful**. Did you circle
power? You're right.

Power is the base word of powerful.

Both you and the student read
silently for ten minutes.

Explain that "ful" means full of.
So *powerful* means full of power.

Have the student explain the meaning of each of the new words, and then use it in a sentence.

Help the student identify the base words *sleep* and *soft*. Explain that the ending “less” means *without*, and “ness” means *a way of being*. Challenge the student to figure out what the words *sleepless* and *softness* mean.

When you add the ending **ful** to power, it means **full of power**.

Add **ful** to each of the following words. Then use each new word in a sentence. Say each sentence to your home instructor.

harm_____

play_____

hope_____

pain_____

Read these sentences aloud. Find the base words in the underlined words.

Grandma had a sleepless night.

Feel the softness of the kitten.

You can make new words with the endings **less** and **ness**.

Add **less** to each of these words.

harm_____ use_____

Add **ness** to each of these words.

thick_____ dark_____

Use each new word in a sentence. Say each sentence to your home instructor.

Now you will be working with the endings **ful**, **less**, and **ness**.



Do pages 161 and 162.

Refer to the Home Instructor's Guide for more information.



Keep Active

Read this chant aloud.

Keeping Fit

Mike, Mike	Paul, Paul
Ride that bike.	Kick the ball.
Rose, Rose	Jim, Jim
Kiss your toes.	Get in the swim.
Joe, Joe	Kate, Kate
Start to row.	Swirl and skate.
Jack, Jack	Ann Marie
Run the track.	You'd better ski.
Di, Di	Dennis, Dennis
Touch the sky.	Play some tennis.
Peg, Peg	Make a hit
Shake a leg.	By keeping fit!



¹ Sonja Dunn, "Keeping Fit," in *All Together Now—200 of Sonja Dunn's Best Chants* (Markham: Pembroke Publishers, 1999). Reproduced by permission.

Then do the actions as your home instructor reads the chant.

You know how important it is to eat nutritious meals to grow, go, and glow. But there is something else you must do as well. Do you know what it is?

Circle **Yes** or **No**. Animals know they need to move and keep active. They do it every day of their lives. It's something humans need to do as well. Are you active every day? Circle **Yes** or **No**.

Your body needs daily physical exercise. Following are reasons why exercise is important:

- It makes you feel good.
- It makes you look good.



Exercise, keeping fit, or keeping active are also important. Discuss the terms *exercise* (an activity that uses physical effort) and *keeping fit* (staying in good health and physical condition).

Discuss the reasons a body needs regular activity: to maintain and improve strength, flexibility, and endurance (the ability of the heart and lungs to work well).

- It keeps you strong.
- It helps to keep you at a healthy weight.
- It keeps you healthy and fit.
- It makes your heart happy. (Your heart is a muscle. If you exercise every day, it will stay strong.)
- It keeps your muscles strong, so you can do things like bike, swim, run, skate, and climb a tree.

Being active doesn't just mean playing sports. There are many different ways of being active. Think of some ways.

Guide the student to understand that a person can enjoy exercise by doing activities that do not always focus on competition and winning. Brainstorm activities the student can do that are not related to sports. For example, raking leaves, bike riding, hiking, kite flying, skipping, skating, sweeping floors, making the bed, doing chores, and so on.

You can enjoy doing daily activities by

- doing things with your family and friends
- choosing fun activities
- choosing activities that make you feel good

Do you have a favourite physical activity? Circle **Yes** or **No**.

What is it? You're going to make a sculpture to show yourself doing it!



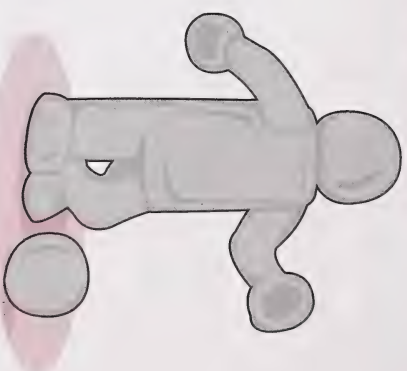
Discuss the student's favourite physical activity. Provide clay and a dull knife for the student to make a sculpture of himself or herself doing the activity. Explain that a *sculpture* is a three-dimensional object that can be looked at from all sides, unlike a two-dimensional picture, which is flat. Explain that a *statue* is a sculpture of a person or animal.

Refer to the Home Instructor's Guide for information about this activity.

When the student finishes the sculpture, have him or her clean up the area by picking up clay bits from the floor or desk and cleaning any tools used. Have the student wash his or her hands with soap and water. Put the sculpture on display where family members can see it.

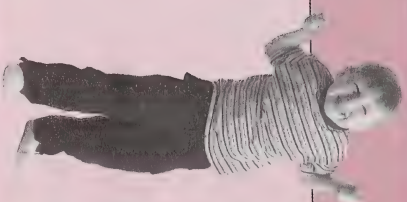
Project Time

Using modelling clay make your sculpture. Start by making a form such as a rectangle for the body. Then add the head, arms, and legs. Keep them thick and strong. Remember to clean up when you're done!



Did You Know?

Dancing is a great form of exercise. And it's something you can do on your own!



Looking Back

Did you enjoy singing and moving to the song “Hey Cha”? Why or why not?

What kind of movements do you think you do best? Why do you say that?

Which movements do you find hardest to do? Why?

How do you think your sculpture turned out? Why?

In what ways could you improve your work next time?

Story Time

Relax and enjoy the story!

Turn to Assignment Booklet 4B and complete the Day 13: Learning Log. Have the student include his or her comments.

Sharing Time

Choose something you did today that you would like to share with a friend or family member. You could choose one of the following:

- Read "Animal Action."
- Show your animal drawing. Read the label.
- Read the chant "Keeping Fit."
- Show your sculpture.
- Tell why exercise is important.
- Ask your family members what their favourite physical activities are.



Day 14: Stretch It Out

Do you like to stretch?
You're going to learn
new stretches today.

Just as animals stretch
to keep fit, so will you!

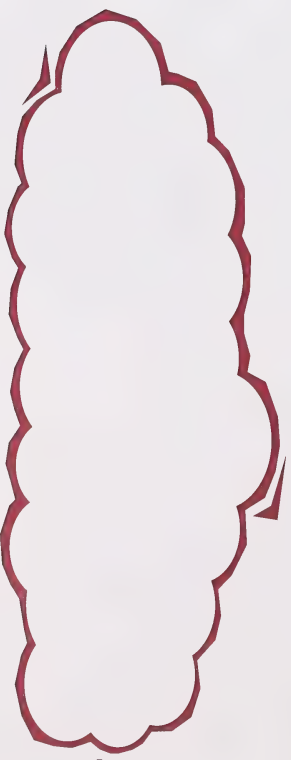


Calendar Time

Look at your calendar. What is today's date?

Put the cards that show today's date on the Calendar Wall.

Today's date is



What is the weather forecast for today?

Look outside. Draw the symbol or symbols for the current weather on the calendar in the square for today's date.

Discuss today's forecast with the student.

Discuss the current weather with the student.



Work on Module 4: Day 14.

Music and Movement

S-S-T-T-T-R-R-R-E-E-E-E-T-T-C-H



Have you ever seen a cat or dog stretch? Animals know how important it is to stretch. They do it throughout the day.

Stretching relaxes your body. That's why it feels so good to stretch.

Discuss the importance of stretching. With lifestyles becoming more sedentary, it is a good way of getting physical activity. Stretching releases tension by strengthening and loosening muscles. It helps co-ordination and promotes circulation.



Stretching also

- makes your muscles stronger
- makes physical activities easier to do
- lets you get to know your body

You should stretch

- in the morning when you get up
- after sitting or standing for a long time
- during work
- when you feel stiff
- before and after physical activity

Stretch while you work today. Stretch after each lesson. It will leave you feeling refreshed and ready to work some more!

Start stretching!



Remind the student to stretch after each lesson today.

Reading

Look at the following selection "The Hunters and the Hunted." Read the headings and look at the pictures.

Who are the hunters?

Who are the hunted?

What is the eagle doing in the picture?

Why do you think zebras have stripes?

Read the selection aloud with your home instructor.



Complete Day 14: Assignment 3 in your Assignment Booklet.

Go through the selection with the student to explore the layout, just as you did in Day 13. Look at the pictures and read the headings and all the labels.

As you go through the selection, have the student answer the questions.

Take turns with the student reading the selection "The Hunters and the Hunted."

The Hunters and the Hunted

The Hunters

Animals that hunt have some special actions to help them catch their prey. Birds of prey such as eagles, hawks, and owls can swoop down on their prey.

Many lizards stay very still when an insect is approaching. Then they flick their long tongues for the catch. It takes just a fraction of a second. Wolves can run at a slow pace called **loping**. They can track their prey for hours until it is too tired to keep running.



continued . . .

The Hunted

When an enemy is around, moving can be very important. Some animals run fast from danger. Other animals move slowly and quietly to hide. When zebras run in a herd, their stripes make it hard for a hunting animal to pick out one zebra from another. Rabbits can stay very still to blend in with the surroundings. Spiders can spin a thread of silk to slide quickly away.



Journal Time



Take out your journal. Turn to the Reading Response section.

Discuss the student's thoughts about the selections. The student may write his or her thoughts or he or she might prefer to answer the questions provided.

Following are some questions you might want to answer in your response to the selections "Animal Actions" and "The Hunters and the Hunted."

- What was your favourite part of these two selections? Why?
- What was the most fascinating thing you learned?
- Which picture did you like the best?

Remember to print the day's date at the top.

Remember to stretch!

New Words

These words are from the selections you've read. Read them to your home instructor.

danger

baby

fast

reach

special

Remember, if you have a hard time saying a word, look at how it starts. Sound it out. Is there a little word in it that you know? Look at how the word ends. Look for vowel teams and consonant blends to help you.

Practise the **look-say-cover** and **see-write-check** way of learning to spell these new words.

The answers are **baby**, **danger**, and **reach**.

Check the sentences for content, spelling, and punctuation.

Use the new words to complete these sentences.

1. The tiny _____ animal was in _____.
2. Can you _____ the top shelf?

Now it's your turn to write sentences using the new words **special** and **fast**. Write a sentence for each word.

1. _____

2. _____

Use your new words to complete the following.

The opposite of **slow** is _____.

If you're **not safe**, you may be in _____.

When a human is born, it is called a

_____.

Think of two words that rhyme with **reach**.

The opposite of **ordinary** is _____.



Take out five white index cards.

Have the student print the answers on the lines. The words are **fast**, **danger**, **baby**; **teach**, **beach**, **leech**; and **special**.



Print the five new words on the index cards. Put the cards on your Word Wall.



Take out your *Collections Writing Dictionary*.

Print the five new words in your dictionary.

Break for lunch.



Silent Reading

Enjoy your reading time.

Words I Use Often

Look at the two words on the coloured index cards. Say them aloud and practise them. Tape them on the Word Wall.

If there are any other words from the selections that the student would like to add to the Word Wall, have him or her print them on index cards and tape them on the Word Wall now.

Both you and the student read silently for ten minutes.

Refer to the Home Instructor's Guide for more information about this activity.

Fun with Phonics

Read the following sentence aloud.

Some animals move **quickly**.

Circle the **ly** in quickly.

Think of other words that end in **ly**. Use two of the words in sentences. Say the sentences to your home instructor. Here is an example.

The fox moved softly
through the snow.



Explain that the “ly” ending means “how.” Guide the student to conclude that adding “ly” to the base word *quick* tells how the animals move.

Examples of other words could be *softly, smoothly, harshly, gladly, slowly, swiftly, lovely, and sweetly*. Check that the sentences the student says with the “ly” words make sense.

Tell the student that he or she will be reviewing words ending in "ful," "less," and "ness."

The answers are harmless, kindness, slowly, and playful.

Choose one of the following endings for each word in the sentences, so the sentences make sense.

ly ful ness less

1. Don't be afraid of that big dog. He's really harm_____.
2. You should treat people with kind_____.
3. That turtle is walking very slow_____.
4. My puppy is very play_____.



You will be working with words ending in **ly** and reviewing words ending in **ful**, **less**, and **ness** in the phonics book.



Do pages 163 and 164.

Have you stretched yet?



Refer to the Home Instructor's Guide for more information about this activity.

Review what *endangered* means and recall some endangered animals the student listed. Tell the student that the picture is of a peregrine falcon and that the species is endangered.

For more information about organizations that work to save endangered animals, the student could use the Internet using a search engine such as yahoo!igans.com and entering "Canadian endangered species." The following is one site that deals with this subject:

- <http://www.wwfcanada.org/satellite/wwfkids/index.html>

Make a Poster

Some of the animals in the selection "Animal Action" are **endangered**.



Peregrine Falcon

You listed endangered animals on Day 10. Are any of these endangered animals mentioned or pictured in "Animal Action"?

Choose an endangered animal that you care about. You're going to make a poster of it. Think of a message for the poster. What would you like to say about this animal?

Decide whether you want to use paints or crayons. Be sure to include your message on the poster.



Take out poster paper, paints and brushes, or crayons.

Explain that a poster is more than just a picture of something. A poster also tells a message. With this poster, the student is sending a message about an endangered animal. Discuss which animal the student would like to portray. Brainstorm a message the student can put on the poster that is appropriate to that animal, such as "Save the Whale," "Protect the Whooping Crane," "Save the Trumpeter Swan's Home," "Stop the Tiger Hunt," and so on.

Provide the student with poster paper.

After you finish your poster, display it so that others can look at it and read your message.



You will send your poster to your teacher on Day 18.

Looking Back

Did you enjoy making the endangered animal poster? Why or why not?

Are you satisfied that you did your best on it?

What could you do to improve the poster?

Which activity did you like the most today? Why?

Was there something that you found difficult to do today? What was it? Why was it difficult?

Story Time

Relax and enjoy the story!

Sharing Time

Choose one of the following to share with a friend or family member:

- Read the selection “The Hunters and the Hunted.”
- Show the poster you made and talk about the endangered animal you chose.



Day 15: Moving Like Dinosaurs

Animals keep active to stay fit.
You keep active to stay fit.

Even dinosaurs were active.
You're going to read about
dinosaurs today. You're going
to imagine dinosaurs keeping
fit by stretching and moving.

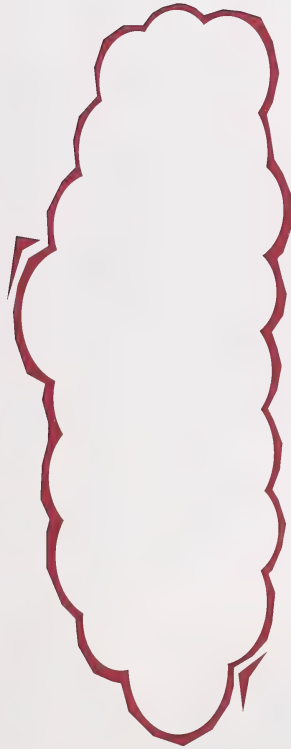
You'll get to stretch and
move like a big dinosaur
might have.



Calendar Time

Look at your calendar. What is today's date?

Put the cards that show today's date on the Calendar Wall.



Today's date is _____.

What is the weather forecast for today?

Look outside. Draw the symbol or symbols for the current weather on the calendar in the square for today's date.

Discuss today's forecast with the student.

Discuss the current weather with the student.



Work on Module 4: Day 15.

Journal Time



Take out your journal. Turn to the Personal Writing section.

Write about an interesting event from the last few days, or write about your thoughts and feelings on anything you like.

Music and Movement



Listen to the instrumental “Nocturne” while you and your home instructor do stretches.

Follow your home instructor in doing some stretches as you listen to “Nocturne.” Imagine how a dinosaur might move. Can you move like a dinosaur? Can you move in slow motion? Slow motion means moving slowly and carefully emphasizing each move.

Assist the student with selecting a topic as needed.

Locate the instrumental “Nocturne” on the *Music and Movement in the Classroom* CD #1. An instrumental has no words, so it works well for stretching activities. This is a slow-moving selection that works well for stretching and slow-motion movements. Play the selection as you lead the student in stretching movements outlined in last day’s lesson.

Play the music again and move like a dinosaur in slow motion. Finish the activity with a big dinosaur roar!



What is an **extinct** animal?

You learned about endangered animals in the last few days. Sometimes endangered animals don't survive, and they disappear from Earth forever. These animals are extinct. They have died out.



Name a group of animals that is extinct. Why do you think they became extinct?

Then encourage the student to imagine how the dinosaurs moved. Have the student move like a dinosaur in slow motion to the music. Demonstrate slow-motion moves. Begin by moving the fingers of each hand and then both hands. Move each arm and then both arms. Move the head and concentrate on facial expression to mimic a dinosaur. Move the upper torso and finally the legs. Then put all the movements together.

Discuss the student's ideas about extinction.

Dinosaurs are extinct. Discuss why the student thinks they became extinct. Check books on dinosaurs for recent extinction theories or check the following website:

<http://www.EnchantedLearning.com/subjects/dinosaurs/>

Brontosaurus

Have the student read the title of this lesson. Discuss what the student knows about a brontosaurus.

“Brontosaurus” is a poem. Ask the student what he or she thinks the poem might be about.

Have the student listen as you read the poem expressively and rhythmically. (Do not have the student follow along in the text.) Ask the student to visualize the picture the poem creates in his or her mind. After you read the poem, ask the student how the author’s way of treating dinosaurs compared to what he or she thought it would be like. Discuss some of the words used in the poem, such as *prehistoric*, *harmonize*, *chorus*, *blossomed*, and *skimpily*.

Have the student compare the images he or she visualized when you read the poem to the illustrations in the book.



Take out the book *Amazing Animals*.

What do you know about a brontosaurus?

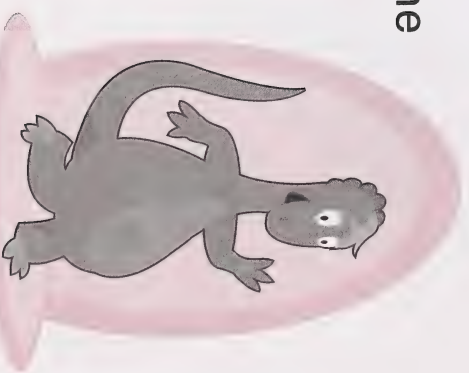
Turn to the Contents page. Find “Brontosaurus.”

What kind of a selection is it?

Close your eyes. Listen as your home instructor reads the poem to you.

Turn to the poem “Brontosaurus.”

Look at the illustrations. Are they like the pictures you had in your mind when you first heard the poem?



Who is the author of "Brontosaurus"?

Have the student print the answers to the questions on the lines. The author is **Gail Kredenser**.

Who is the illustrator?

The illustrator is **Laurie Stein**.

Read the poem silently.

Talk About It

What did you find out about the brontosaurus from the poem? Do you believe everything you read in the poem? Circle **Yes** or **No**.

Have the student respond orally. The brontosaurus was one of the largest dinosaurs.

What parts could be true? What parts are probably not true?

Poems use fewer words, which are chosen carefully to express imaginative thoughts, feelings, and actions.

It is a poem because the words are rhythmically set up and it uses rhyme.

Do you think the author wrote the poem to give information about the brontosaurus?

Circle  **Yes** or  **No**. Why or why not?

Why is this a poem?

How do you think a brontosaurus chorus would sound?

The second last line of the poem reads, "Now all you'll find are footprints." Why is that all that is left today?

Have you stretched yet this morning? Circle  **Yes** or  **No**. If you haven't, do it now!



New Words

These words are from the poem "Brontosaurus." Read them to your home instructor.

anything

chance

Remember, if you have a hard time saying a word, look at how it starts. Sound it out. Is there a little word in it that you know? Look at how the word ends. Look for vowel teams and consonant blends to help you.

Practise the **look-say-cover** and **see-write-check** way of learning to spell these new words.

Which new word is a compound word? _____

The answers are as follows: **any**, **thing**; and **chance**.

If you said the word **anything**, you are correct.

What are the two words in **anything**?

Which word rhymes with **dance**? _____

Now it's your turn to write sentences using the new words **anything** and **chance**. Write a sentence for each word.

1. _____

2. _____

Check the sentences for content, spelling, and punctuation.



Take out two white index cards.

Print the two words on the index cards. Put the cards on your Word Wall.



Take out your *Collections Writing Dictionary*.

Print the two new words in your dictionary.

Dinosaurs in Action

The brontosaurus uses in the poem “Brontosaurus” perform many actions. Find ten words in the poem that describe actions.



















If there are any other words from the poem “Brontosaurus” that the student would like to add to the Word Wall, have him or her print them on index cards and tape them on the Word Wall now.

You may have to assist the student with locating the first few action words.

The action words from the poem are stand, sing, blossom, harmonize, close, growled, yowled, deedled, dummed, warbled, whistled, howled, hummed, eat, sleep, and tapped.

Print the ten action words on the following lines.

Action Words



Take out unlined paper.

Choose one action word you like. Draw and colour a brontosaurus doing that action. Print a sentence telling what the brontosaurus is doing.



You will send your drawing of a brontosaurus to your teacher on Day 18.



A brontosaurus growled fiercely.

Have the student choose an action word like *growled*. He or she would draw the dinosaur growling. A possible sentence could be "A brontosaurus growled fiercely." If the student picks a nonsense word like *deedled*, it can be represented as he or she chooses.



Enrichment (optional)

You may have time to do an extra activity.

Refer to the Home Instructor's Guide for information about this activity.

Break for lunch.



Silent Reading

Both you and the student read silently for ten minutes.

Enjoy your reading time.

Fun with Phonics

The base words are **sad**, **glad**, **dark**, **thick**, **play**, **harm**, **moon**, and **care**. The endings are **ly**, **ly**, **ness**, **ness**, **ful**, **ful**, **less**, and **less**.

Read the following words aloud. In blue, circle the endings of the words. Then print the base word of each one on the line.

sadly _____ gladly _____

darkness _____ thickness _____

playful _____ harmful _____

moonless _____ careless _____

Select four of the words and use each one in a sentence. Say the sentences to your home instructor.

Neatly print the sentences you hear your home instructor say.

1. _____

2. _____

Have the student say the sentences orally. Check that the sentences make sense.

Dictate the following sentences.

1. Mom bravely opened the door.
2. She's a skillful player.
3. Darkness came quickly.
4. I had a sleepless night.

Check the spelling and punctuation afterward with the student.

3.

4.

Now you will be reviewing words ending in **ly**, **ful**, **less**, and **ness**.

Refer to the Home Instructor's Guide for more information about this activity.





Do pages 165 and 166.

Have you stretched lately? Take a big stretch now.



Keeping Active Anywhere and Anytime

Can you remember why it's so important to exercise?

Circle  **yes** or  **no**. If so, give four reasons.

You need to be active every day to keep fit. Do you

think that's hard to do? Circle  **yes** or  **no**.

It may be easier than you think.

You can exercise anywhere and anytime. You don't

need fancy equipment and you don't need other

people. You don't even need to leave the house!



Review the importance of exercise. The student may list orally any of the following reasons: it makes you feel good, it makes you look good, it keeps you strong, it helps keep you at a healthy weight, it keeps you healthy and fit, it makes your heart strong, and it keeps your muscles strong. Remind the student that exercise keeps a body fit—it maintains flexibility, strength, and endurance.

Brainstorm activities the student can do by himself or herself. Read the activities together with the student.



Things to Do by Yourself

Think of exercises you can do by yourself. The following are some ideas:

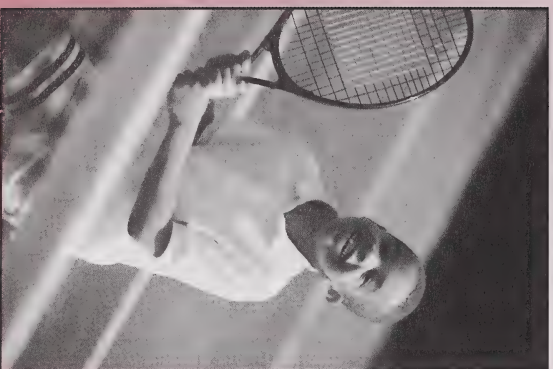
- Ride your bike around the neighbourhood. (Remember your helmet.)
- Go for a spin if you have Rollerblades or roller skates. (Remember your helmet and pads.)
- Do you have a skateboard? Great! Try some new moves. (Again, remember your helmet and pads.)
- Skip rope. Count how many times you can jump before you miss.

- Play hopscotch.
- Play footbag (also called Hacky Sack) or hit a balloon and try not to let it hit the floor.
- See how long you can hop on one foot.
- Do sprints. (Sprints are short, fast runs.)
- Invent some dance moves.
- Do jumping jacks.
- Play with a Hula Hoop.



- Practise something you want to get better at, like hitting a ball against a wall, shooting hoops in basketball, or keeping a ball in the air using your feet, legs, or head.

Brainstorm activities the student can do with one other person. Read the activities together with the student.



Things to Do with a Friend

If it's just you and a friend wondering what to do, there are lots of great ways to get exercise. A few ideas are listed for you as follows:

- Play table tennis.
- Hit a badminton birdie back and forth.
- Get two rackets and play tennis.
- Have a basketball match.
- Do sprints and see who crosses the line first.
- Play hopscotch.
- Have a handstand contest.
- Invent moves to your favourite songs.
- Practise pitching and hitting a ball.
- Jump rope together.
- Play Frisbee.
- Ride bikes.
- Take an adventure hike.

Things to Do with a Group

Think of some fun activities you can do with many friends.

The following are some ideas:

- Play a sport like baseball, volleyball, touch football, soccer, or basketball. Don't worry about keeping score, just have fun.
- Have a race to the corner or around a track.
- Jump rope and play double dutch.
- Play follow the leader on bikes, Rollerblades, or roller skates.
- Have a skateboarding contest.

Brainstorm activities the student can do with a group. Read the activities together with the student.



- Play footbag or Hacky Sack.
- Play tag.
- Play a game of hide-and-seek.
- Take an adventure hike.
- Dance to your favourite music.
- Play “follow the leader.”
- Set up a scavenger hunt.

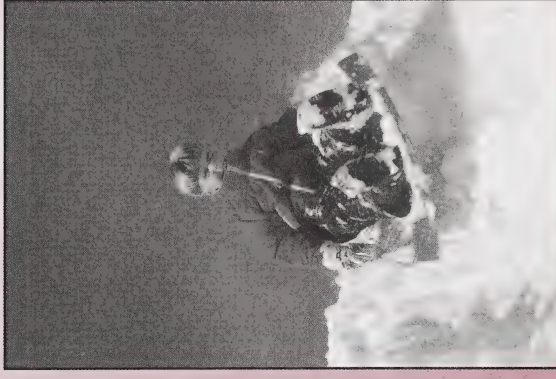


What to Do When It's Cold Out

Is it too cold to play outside? Just put on warm clothing and try some of the following activities:

- Build an igloo or snow fort.
- Make snowballs and practise your aim at a tree.
- Make a snow person.
- Go skating.
- Play hockey.
- Go skiing — downhill or cross-country.
- Shovel the snow off the driveway or sidewalk.
- Go tobogganing.
- Go snowboarding.
- Make snow angels.
- Look for animal tracks in the snow.

Brainstorm activities the student can do in the cold. Read the activities together with the student.



What to Do When It's Hot Out

Is it too hot outside? Try these activities. (Remember to drink water often when it's hot outside.)

- Go swimming in the community pool.
- Play in the sprinkler.
- Have a water balloon toss.
- Take a nature walk on a shady trail.
- Wash a dog outside.
- Wash someone's car.



You've just read a lot of physical activities you can do alone or with friends, and you can probably think of more. Exercise should happen every day.

Write About It



Take out lined paper and paper to draw on.



Look over the list of physical activities you just read about. Which ones do you like to do? Write about two or three and draw a picture of you doing one or more of the activities.



You will be sending your report and pictures to your teacher on Day 18.

Looking Back

What did you enjoy most today? Why?

What did you learn about extinct animals?

How do you feel after you stretch?

What did you learn about where and when you can exercise?

Have the student write and illustrate a report about two or three physical activities he or she likes to do. It can be one or two paragraphs in length. Ask the student to name the activity or activities and explain why they are favourites, when and where they are done, and with whom. Ensure the student follows the writing process and uses phonetic and spelling knowledge. Encourage the student to use the dictionary while writing.

Refer to the Home Instructor's Guide for more information about this activity.

Turn to Assignment Booklet 4B and complete the Day 15: Learning Log. Have the student include his or her comments.

Story Time

Relax and enjoy the story!

Sharing Time

Choose one of the following to share with a friend or family member:

- Read the report you wrote about your favourite physical activities.
- Read the poem "Brontosaurus."
- Tell what you know about extinct animals.
- Show your drawing of a brontosaurus doing an action.



Day 16: Fun with Action Words

You learned how much fun physical activity can be. Working with words that describe actions can be fun, too.

You get to do a puzzle today. You'll be drawing and reading and writing, too. It's going to be a busy day.

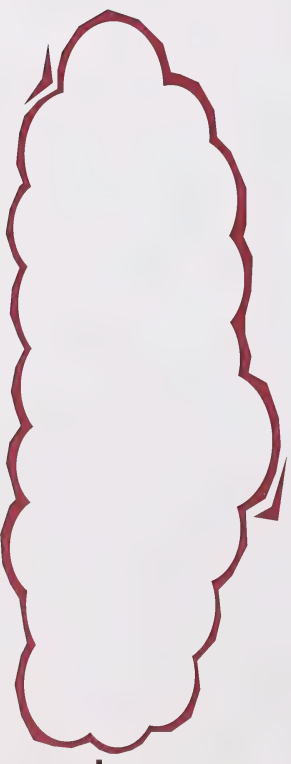


Calendar Time

Look at your calendar. What is today's date?

Put the cards that show today's date on the Calendar Wall.

Today's date is



Discuss today's forecast with the student.

Discuss the current weather with the student.

Look outside. Draw the symbol or symbols for the current weather on the calendar in the square for today's date.



Work on Module 4: Day 16.

Reality or Fantasy?



Take out the book *Amazing Animals*.

Turn to the poem “Brontosaurus.”
Read it silently.

Some of the information is real—that’s reality. Some of the information comes from the author’s imagination—that’s fantasy.

Which information is reality? Which is fantasy?



Review the terms *reality* and *fantasy* with the student. Discuss whether all the information in the poem is true. Have the student tell you what information from the poem is true and what is fantasy. Record it on a chart on the board. See the Home Instructor’s Guide for an example of a chart. After the chart is completed, review the information on it and ask the student to make comments or ask questions about the items.

Refer to the Home Instructor’s Guide for more information.

Read aloud this story about a fox and a hen.

The Fox and the Little White Hen

One day a little white hen was scratching in the dirt for food. Along came a smart fox, swinging his big bushy tail.

"Why are you doing that, Mrs. Hen?" he asked.

"I'm looking for some seeds to eat," she clucked.

"Why don't you come home and eat lunch with me in my den? I have lots of oats and fat worms."

"How kind you are," Mrs. Hen answered.



continued . . .



They walked deep into the forest to his den. The hen could hear the fox kits singing inside. She didn't feel safe with all those foxes around, so she flew up into a tree to wait for lunch.



Soon Mr. Fox had lunch ready, and he asked Mrs. Hen to come down to eat. She still didn't feel safe, so she flew around above the foxes. They ran in circles and shouted after her. They got so dizzy and tired that they fell down and went to sleep.

Mrs. Hen flew down and pecked at the food until she was full. Then away she went back to the farmyard.



Have the student retell the story to check his or her understanding of it.

Did you enjoy the story about the fox and the hen? Circle **yes** or **no**. Why or why not? Retell the story to your home instructor.



Take out lined paper.

Some of the information in the story "The Fox and the Little White Hen" is real. Some is fantasy. Can you tell the difference?

Circle **yes** or **no**.

On the chart, list what is real in the **Reality** column and what is not real in the **Fantasy** column.



You will send your chart to your teacher on Day 18.

On the sheet of paper, make a chart with two columns just as you did for the brontosaurus information. Have the student sort the information from the story under the headings "Reality" or "Fantasy."



Take out unlined paper.

After you finish the chart, draw and colour an event from the story on another sheet of paper. Write a sentence or sentences that describe the event on the page. Hang the drawing where others can see it.



You will send your drawing to your teacher on Day 18.

Journal Time



Take out the book *Amazing Animals*.

Turn to the poem "Brontosaurus." Read it aloud.



Take out your journal. Turn to the Reading Response section.

After the student has recorded the information in the chart, have him or her read the ideas. Ask the student to explain his or her reasons for the choices made. If the student has written only a few ideas, ask the following questions about the story to determine his or her knowledge of reality and fantasy:

- What could not happen in real life?
- Do hens scratch in the dirt?
- Do foxes live in dens?
- What kind of tail do foxes have?
- Are fox babies called kits?
- What do hens eat?
- Where do hens live?

Refer to the Home Instructor's Guide for more information about this activity.

Discuss what the student would like to write about the poem.

Refer to the Home Instructor's Guide for more information about this activity.

Both you and the student read silently for ten minutes.



Write what you thought of the poem "Brontosaurus" and the illustrations in your journal.

Remember to print the day's date at the top of the page.

Words I Use Often

Look at the two words on coloured index cards. Say them aloud and practise them. Tape them on the Word Wall.



Break for lunch.



Silent Reading

Enjoy your reading time.

Spelling

It's time for your spelling test.



Go to the Spelling Test for Day 16 in your Assignment Booklet.

Fun with Phonics

Look at these three foxes.



Can you describe their sizes?

Refer to the Home Instructor's Guide for more information.

Have the student look at the three foxes. Discuss their relative sizes.

Check that the student has underlined *small*.

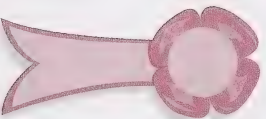
Ask the student to describe the endings.

Read the following words aloud. Underline the base word in the last two words.

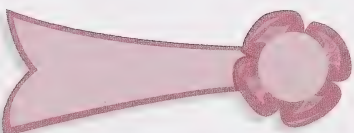
small smaller smallest

Look at the following three ribbons.

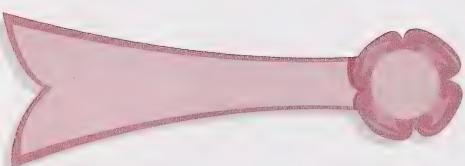
1.



2.



3.



One ribbon is **long**, the other is **longer**, and the third one is the **longest**.

Explain that “er” compares two things and that “est” is used to compare more than two things—“er” means more and “est” means most.

Which ribbon is the **longest**?

Which ribbon is **long**?

Which ribbon is **longer**?

Read the following words. Underline the base words in the last two words. Circle the endings that were added to the base word.

long longer longest

On the following page, neatly print the sentences you hear your home instructor say.

Have the student print the number of the ribbon on the lines. The answers are 3, 1, and 2.

The base word in each is *long*.
The endings are “er” and “est.”

Dictate the following sentences.

1. I am a faster runner than Dan.
2. Today is the coldest day of winter.
3. My sister is the tallest in the family.
4. This chair is harder than that one.

When finished check the spelling and punctuation with the student.

Refer to the Home Instructor's Guide for more information about this activity.



1.

2.

3.

4.

You will be working with words ending in **er** and **est**.



Do pages 167 and 168.

It's Fun to Run and Do Other Activities

Do you remember the reasons for exercising every day? Circle **Yes** or **No**. What are they?

Sometimes you can't find a friend to play with to have exercise. What can you do if you're by yourself?

What can you do with one friend? What can you do with several friends?



Review the reasons for doing a physical activity every day: it makes you feel good, it makes you look good, it keeps you strong, it helps keep you at a healthy weight, it helps keep you healthy and fit, it makes your heart strong, and it keeps your muscles strong. Exercise keeps a body fit—it maintains flexibility, strength, and endurance. Remind the student that exercise can be done by oneself, with one other person, or with a group of people. Check the lists in Day 15 for activity examples for each situation.

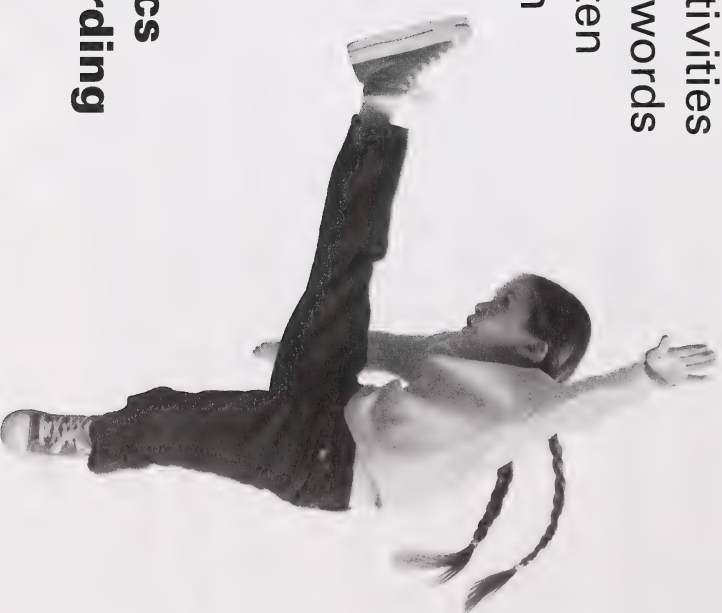


Complete Day 16: Assignment 4 in your Assignment Booklet.

Puzzle Fun

The following words that describe physical activities are hidden in the puzzle that follows. Find the words and circle them. Be careful—they may be written up, down, across, or on a slant. Cross out each word as you find it in the puzzle.

camping	skipping	picnic
biking	hopscootch	dancing
tag	hockey	yoga
hiking	jogging	skiing
rowing	fishing	gymnastics
volleyball	soccer	skateboarding



h	x	d	s	g	c	a	m	p	i	n	g	d	z	t	s
l	t	r	s	k	i	p	p	i	n	a	l	b	a	p	k
k	v	o	g	f	v	x	s	w	a	s	r	g	n	i	a
m	s	w	y	d	a	n	c	i	n	g	s	c	f	c	t
e	o	l	m	v	o	l	e	y	b	a	l	l	n	e	
h	c	n	n	d	a	o	e	n	b	r	m	x	h	i	b
o	c	g	a	h	o	c	k	e	y	a	c	k	i	c	o
p	e	u	s	i	c	j	k	s	l	w	u	y	k	v	a
s	r	y	t	d	v	o	x	m	k	z	y	t	i	b	r
c	c	t	i	e	e	g	a	f	z	i	n	o	n	n	d
o	a	s	c	a	q	g	w	b	i	k	i	n	g	m	i
t	n	p	s	n	f	i	d	r	p	o	b	n	n	a	n
c	i	l	f	d	u	n	s	w	l	p	c	f	g	j	g
h	g	w	s	s	q	g	z	f	i	s	h	i	n	g	q

Looking Back

Was it easy or difficult for you to find examples of reality and fantasy in the poem "Brontosaurus" and in the story "The Fox and the Little White Hen"? Why?

Did you find all the action words in the puzzle? Was the puzzle easy or difficult for you to do?

What did you like best about today? Why?

Story Time

Relax and enjoy the story!

Turn to Assignment Booklet 4B and complete the Day 16: Learning Log. Have the student include his or her comments.

Sharing Time

Choose one of the following to share with a friend or family member:

- Read "Brontosaurus."
- Read "The Fox and the Little White Hen."
- Show the drawing you made from the story "The Fox and the Little White Hen." Talk about the event it describes.
- Show the puzzle you completed today.
- Do a physical activity with family members.



Day 17: Dinosaurs in Action

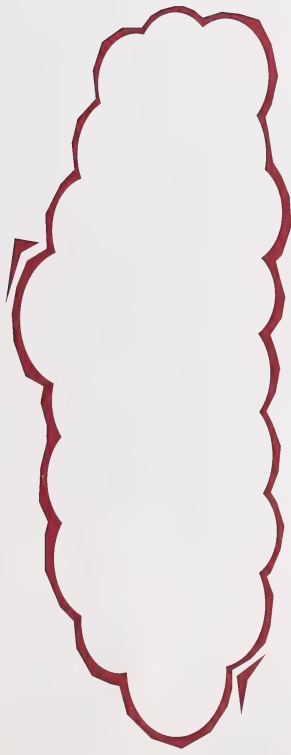
You know how important it is for a body to be active every day. All animals need exercise. Even dinosaurs did! You're going to put dinosaurs to work today. How is that possible? You'll soon find out.



Calendar Time

Look at your calendar. What is today's date?

Put the cards that show today's date on the Calendar Wall.



Today's date is _____.

What is the weather forecast for today?

Look outside. Draw the symbol or symbols for the current weather on the calendar in the square for today's date.



Work on Module 4: Day 17.

Module 4B: Taking Care of Me

Discuss today's forecast with the student.

Discuss the current weather with the student.

Assist the student with selecting a topic as needed.



Locate the instrumental “Nocturne” on the *Music and Movement* in the Classroom CD #1 to use for today’s stretching and movement activities.

Journal Time



Take out your journal. Turn to the Personal Writing section.

Write about an interesting event from the last few days, or write about your thoughts and feelings on anything you like.

Music and Movement

Find a spot where you have room to move. Begin by doing some stretches.



Play the instrumental “Nocturne” while you stretch.

Then play “follow the leader” with your home instructor and any others who might like to join you. Take turns being the leader. Imagine being a dinosaur. How did they move? Can you move like huge brontosauruses?

What If?



Take out the book *Amazing Animals*.

Turn to the poem "Brontosaurus." Read it silently.

Do brontosauruses and other dinosaurs still exist today? Circle **Yes** or **No**. Why not?

Pretend that dinosaurs still roam Earth. How would things be different?

Did you think of lots of ways dinosaurs could change things or help people today?

Circle **Yes** or **No**.



Dinosaurs do not exist today—they are extinct. Brainstorm ways things would be different if dinosaurs lived today. Ask the student how they could help people. Encourage imaginative, creative thinking.

If you obtained one of the books listed in the reading resources (*If the Dinosaurs Came Back* or *Dinosaur Encore*), show it to the student now. These books are great for stimulating ideas for this topic.

A *sentence frame* is a sentence that has a beginning but needs to be finished. Print "If dinosaurs lived on Earth today" on the board. Model how to complete the sentence frame by using the following example: If dinosaurs lived on Earth today, we wouldn't need buses. Everyone could ride on a brontosaurus' back. Work with the student to discuss his or her ideas.

Have the student complete the sentence frames in the box.

Your home instructor will show you how to complete a **sentence frame**. Then you're going to use your own ideas to complete the sentence frames.

If Dinosaurs Lived on Earth Today, . . .

If dinosaurs lived on Earth today, _____

If dinosaurs lived on Earth today, _____



Take out unlined paper.

Choose one of the sentence frames you just completed. Edit and rewrite it to make it better. Print it on the page and illustrate your idea.



You will send this work to your teacher on Day 18.

Record a Poem

You're going to record yourself and your home instructor reading "Brontosaurus." Decide who's going to read which part.



Select one to revise, rewrite, and illustrate. Refer to the Home Instructor's Guide for more information about this activity.

Together with the student, conduct an oral reading of the poem "Brontosaurus."

Refer to the Home Instructor's Guide for information about doing an oral presentation of this poem for recording.

After the recording, play back the tape and let the student decide whether to retape the reading.

Refer to the Home Instructor's Guide for more information about the activity.

Both you and the student read silently for ten minutes.

Read with expression. Use a clear voice and don't read too quickly. Have fun!



You will send this recording to your teacher on Day 18.



Enrichment (optional)

If you have time, you may want to do an extra activity.

Break for lunch.



Silent Reading

Enjoy your reading time.

Word Recognition Test



With your home instructor, complete the **Word Recognition Test** in your **Assignment Booklet**.

Fun with Phonics

Read these sentences aloud.

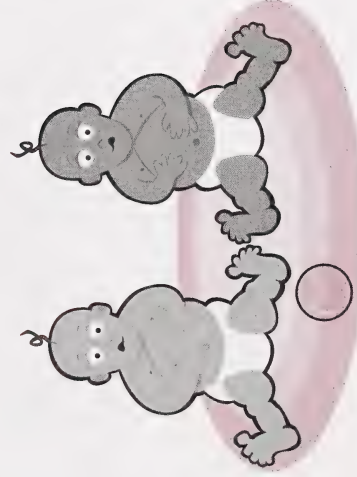
That baby is funny.

one **baby**



Those babies are funny.

two **babies**



Can you see how the **y** changes to **i** and **es** is added to make the plural?

Module 4B: Taking Care of Me

Refer to the Home Instructor's Guide for more information.

Remind the student that words can be made plural to mean more than one by adding "s" or "es." Explain that when "es" is added to a word ending in "y" with a consonant before the "y," like baby, the "y" changes to "i."

Have the student answer orally. *Funnier* and *funniest* can be made from *funny*. Guide the student to see that when adding “er” or “est” to a word ending in “y” with a consonant before the “y,” the “y” changes to “i.”

The new words are *lazier*, *laziest*; *fluffier*, *fluffiest*; *bumpier*, *bumpiest*; and *funnier*, *funniest*.

What two new words can be made by adding **er** and **est** to the word **funny**? The new words are **funnier** and **funniest**.

Add **er** and **est** to the following words. Print the new words on the lines. Remember to change the **y** to **i**!

lazy

fluffy

bumpy

funny



Think of sentences with the new words you made.
Say the sentences to your home instructor.

You will be working with words ending in **y** and
reviewing words ending in **er** and **est**.

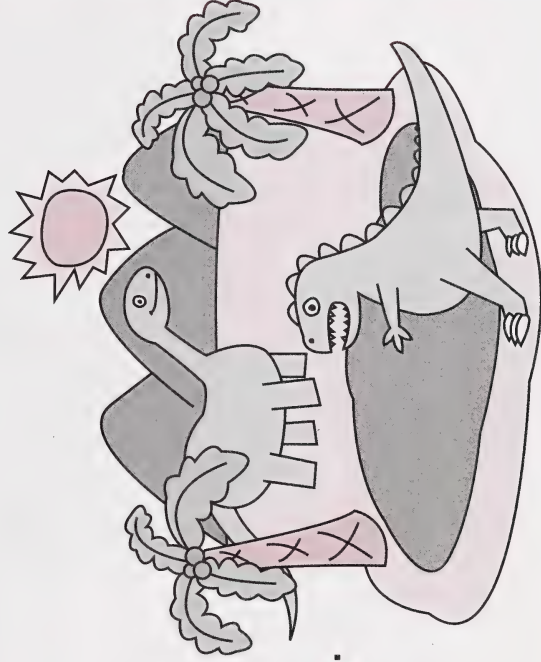


Do pages 169, 170, 171, and 172.

Dinosaur Land

Can you imagine a
time when dinosaurs
lived?

Circle **yes** or **no**.



Have the student orally describe things in sentences with the new words. An example is "My dog is the laziest dog in the world."

Refer to the Home Instructor's Guide for more information about this activity.

Tell the student that he or she will create a picture showing dinosaurs in their natural environment.

Refer to the Home Instructor's Guide for more information about this activity.

Earth looked very different then. You're going to draw dinosaurs in their natural setting. You've seen dinosaurs in different settings in your books. Look through the books you have on dinosaurs to get ideas of how the environment might have looked when dinosaurs lived.

Plan how you want your dinosaur land to look. Then decide what art materials you want to use.



Take out a large sheet of paper, like poster paper.

Draw and colour or paint your picture. You can use water colours, tempera paints, crayons, or pastels.

When you finish your picture, write a title for it. You may call it "In Dinosaur Land," "A Day in the Life of a Dinosaur," or another title you like.

Display your picture for your family to see.



You will send your picture of dinosaurs to your teacher on Day 18.

Looking Back

Was moving like a dinosaur easy or difficult to do? Explain why.

What can you do when you are having a hard time with something?



You did a lot of imagining today with dinosaurs. Is that easy or difficult for you? Explain why.

Explain how you come up with new ideas.

Turn to Assignment Booklet 4B and complete the Day 17: Learning Log. Have the student include his or her comments.

Story Time

Relax and enjoy the story!

Sharing Time

Choose one of the following to share with a friend or family member:

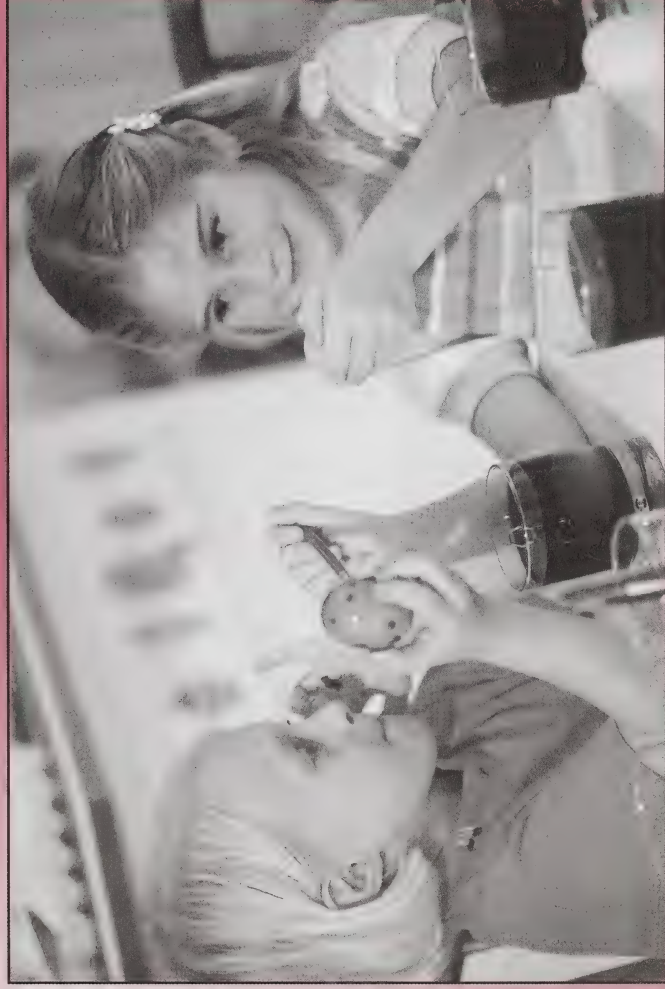
- Invite someone to move like a dinosaur with you.
- Ask how dinosaurs could help people if they lived on Earth today. Then read your ideas and show your dinosaur drawing.
- Play the recording you made of you and your home instructor reading “Brontosaurus.”
- Show the picture of dinosaur land that you made.



Day 18: Keeping My Hands Active

You can be active working with your hands as well as with your whole body. You will use your hands to make a nest with dinosaur eggs and babies.

Today completes Module 4. Congratulations!

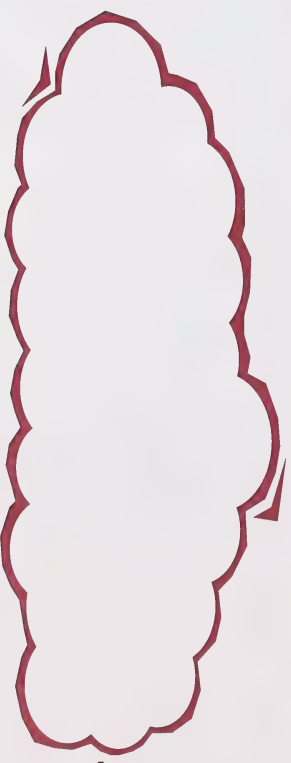


Calendar Time

Look at your calendar. What is today's date?

Put the cards that show today's date on the Calendar Wall.

Today's date is



What is the weather forecast for today?

Look outside. Draw the symbol or symbols for the current weather on the calendar in the square for today's date.

Discuss today's forecast with the student.

Discuss the current weather with the student.

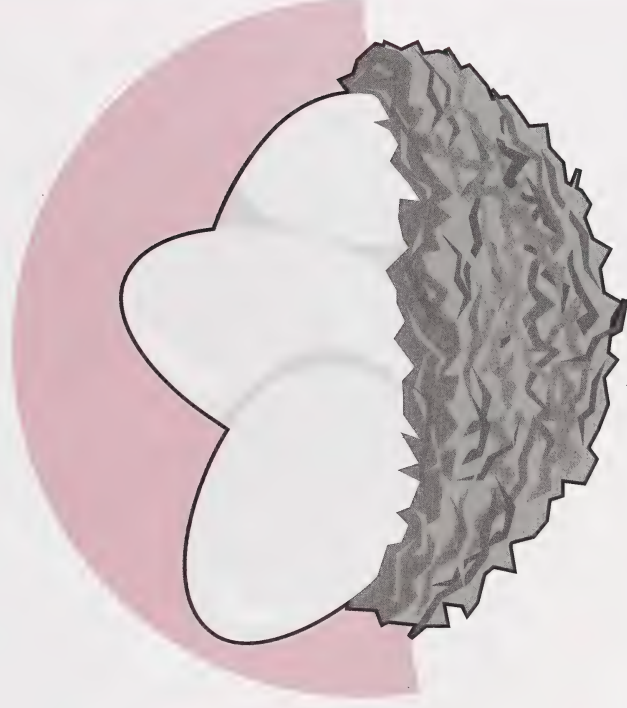
Refer to the Home Instructor's Guide for information about the assignment.

Complete Day 18: Assignment 5 in your Assignment Booklet.

Work on Module 4: Day 18.

Dinosaur Eggs

You know that some animals make nests for their babies. Dinosaurs made nests, too. They needed nests for their eggs because baby dinosaurs hatched from eggs.

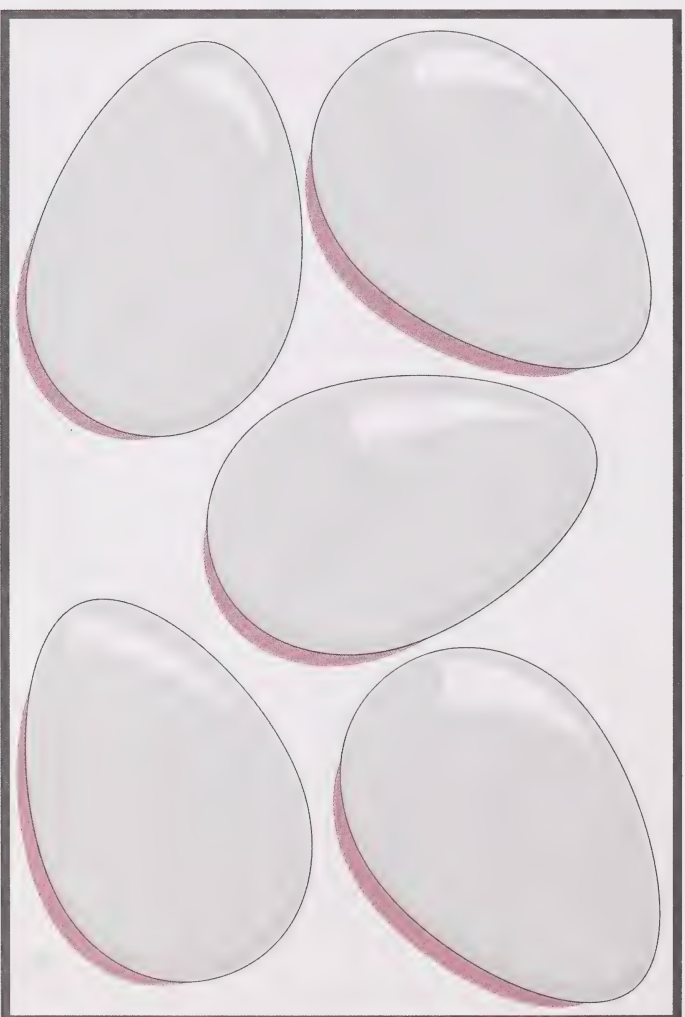


Brainstorm animals that lay eggs, such as chickens, penguins, birds, insects, frogs, toads, turtles, crocodiles, alligators, fish, duck-billed platypus, and spiny anteater. Have the student record the names in the eggs.



Preview the selection “Making Dinosaur Eggs” with the student. Discuss how dinosaurs were real and did lay eggs. Fossilized eggs have been found. The eggs the student will make are fantasy because dinosaurs do not exist today, and the eggs will be made of paper.

Think of animals that lay eggs. Print the names of the animals in the eggs.



Look at the following selection called “Making Dinosaur Eggs.” Read the headings and look at the pictures. What is it about? Is this selection real or is it fantasy? How do you know?

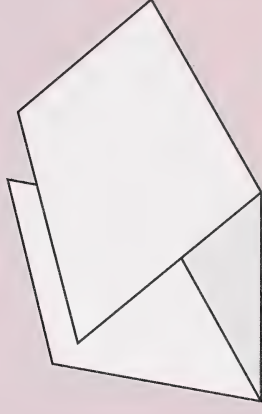
Making Dinosaur Eggs

Materials Needed

- a large piece of paper
- a smaller piece of paper
- coloured pencils, crayons, felts, or paints
- scissors
- tape

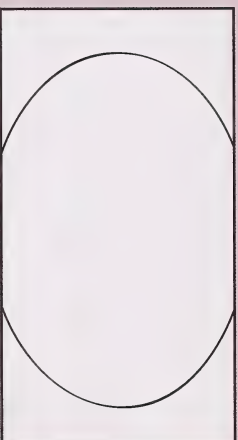
Procedure

1. Begin by colouring or painting the large piece of paper any colour you like. Take the large piece of paper and fold the sides of the paper over, so the paper is in three equal parts.

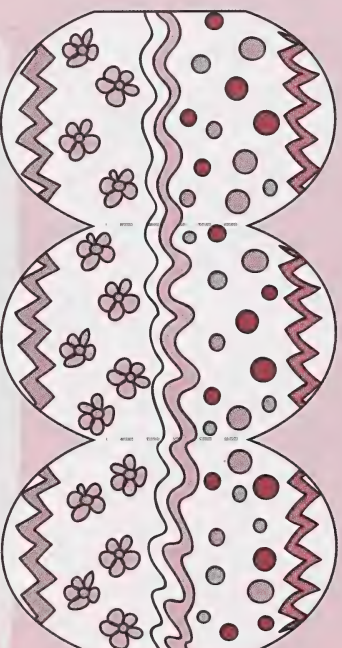


continued . . .

2. Lay the folded paper flat. You now have three layers. Draw an egg shape on the paper. The sides of the egg must go over the fold on either side.



3. Cut out the egg shape. Now you have a fold-out egg. You can add spots or designs.



continued . . .

Making Baby Dinosaurs

Use the small piece of paper. Draw a baby dinosaur on the paper. Colour it and cut it out. Put the baby dinosaur in the egg. Use tape to keep the dinosaur in the egg. Close the egg up.



Making a Nest of Dinosaur Eggs

You can make other eggs to fill a nest. Watch out! Your dinosaurs may soon hatch!



Reading

Read the selection aloud.

What did you just learn to do? What are the steps for making an egg? Do you find the pictures helpful? Why or why not? Would it make a difference if you followed the steps in a different order? Why or why not?



Take out lined paper.

On the sheet of paper, list the steps for making dinosaur eggs. Print a title at the top.



You will send this to your teacher at the end of the day.

Later today you will make dinosaur eggs and baby dinosaurs.

New Words

These words are from the selection "Making Dinosaur Eggs." Read them to your home instructor.

egg

fold

paper

shape

three

Remember, if you have a hard time saying a word, look at how it starts. Sound it out. Is there a little word in it that you know? Look at how the word ends. Look for vowel teams and consonant blends to help you.

Practise the **look-say-cover** and **see-write-check** way of learning to spell these new words.



Check the sentences for content, spelling, and punctuation.



Now it's your turn to write sentences using the new words **egg**, **fold**, **paper**, **shape**, and **three**. Write a sentence with each word.

1. _____


2. _____

3. _____

4. _____

5. _____

On the lines print one of the new words.

A  is a _____.

Ten minus seven equals _____.

Some baby animals hatch from this.

You write on this. _____

Three words that rhyme with **fold** are

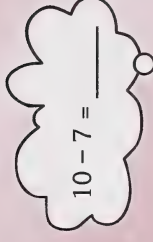
_____, _____, _____,

and _____.



Take out five white index cards.

Have the student print the answers on the lines. The words are **shape**; **three**; **egg**; and **paper**. Some rhyming words could be any of the following: **sold**, **cold**, **mold**, **told**, **bold**, **gold**, **hold**.



Print the five new words on the index cards. Put the cards on your Word Wall.



Take out your *Collections Writing Dictionary*.

Print the five new words in your dictionary.

Journal Time



Take out your journal. Turn to the Reading Response section.

These are some questions you might want to answer in your response to “Making Dinosaur Eggs.”

Were the directions for making a dinosaur egg and baby dinosaur written in a way that you could easily understand? Having read the directions are you prepared to make the eggs and baby dinosaurs yourself? Which picture helped you understand the directions most?

If there are any other words from the selection “Making Dinosaur Eggs” that the student would like to add to the Word Wall, have him or her print them on index cards and tape them on the Word Wall now.

Invite the student to talk about his or her impression of “Making Dinosaur Eggs.” Use the questions as a guide.

Remember to print the day's date at the top.

Break for lunch.



Silent Reading

Enjoy your reading time.

Fun with Phonics

Read these words aloud.

egg frog wish dinosaur fox dress



Both you and the student read silently for ten minutes.

Review the rule for making a plural. If the word ends in "x," "z," "ss," "sh," or "ch," add "es." For other words just add "s." Under the "s" the plurals are eggs, frogs, and dinosaurs. Under the "es" the plurals are wishes, foxes, and dresses.

Print the plural of each of the words you just read under the correct ending.

s

es

_____	_____
_____	_____
_____	_____

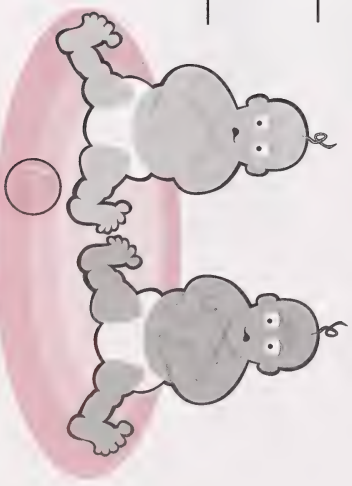
Read these words aloud. Then print the plural after each one.

baby _____

story _____

fly _____

lily _____



Print the sentences you hear your home instructor say. Circle in green the words made plural by adding **s**. Circle in yellow the words made plural by adding **es**, and circle in brown the words made plural by changing **y** to **i** and adding **es**.

1. _____

2. _____

3. _____

You will be reviewing plural endings and reviewing other endings, too. Make a fold-out book of pages 175 and 176. Then read the book aloud.

Dictate the following sentences.

1. I love fresh blueberries.
2. I ate two bunches of grapes.
3. How many cities did we visit?

Check the spelling and punctuation afterward with the student.

Grapes should be circled green, bunches yellow, and cities and blueberries brown.

Refer to the Home Instructor's Guide for more information about the activity.





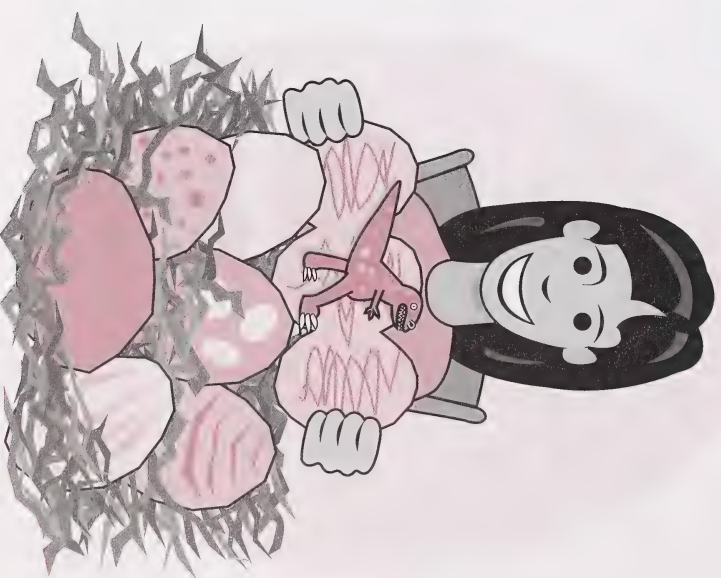
Do pages 173, 174, 177, and 178.

Make a Dinosaur Egg and Dinosaur Baby

Read "Making Dinosaur Eggs" silently.

Now you get to make a dinosaur egg and baby.

Prepare the materials you will need. When you're ready, make your dinosaur egg and baby. If you have time, make more than one. Make a whole nest full. Have fun!



After the student rereads "Making Dinosaur Eggs," ensure he or she collects all the materials listed. If there is time, the student can make several eggs. To make a nest, have the student cut strips of paper from newspapers or magazines.

Looking Back

What was your favourite part of this module? Why?

What was the most difficult thing you did in this module?

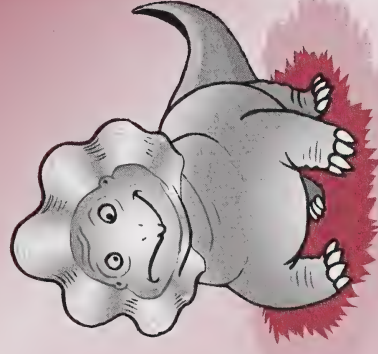
Which skills do you think you improved the most in this module?

Do you think your reading is improving?

What did you learn in this module?

Story Time

Relax and enjoy the story!



Turn to Assignment Booklet 4B and complete the Day 18: Learning Log. Have the student include his or her comments.

Sharing Time

Choose something you did today that you would like to share with a friend or family member. You could choose to do one of the following:

- Read “Making Dinosaur Eggs.”
- Show your dinosaur eggs, babies, and nest.
- Talk about your favourite activities from this module.
- Play your recording of “Brontosaurus.”



See the Home Instructor's Guide for information about preparing the items for submission to the teacher.

Module Summary

Continuing the Journey

Be proud! You've completed Module 4: Taking Care of Me on your journey through Grade Two Thematic. You learned to make better choices to stay healthy and happy. You used *Canada's Food Guide to Healthy Eating* to learn about food groups.

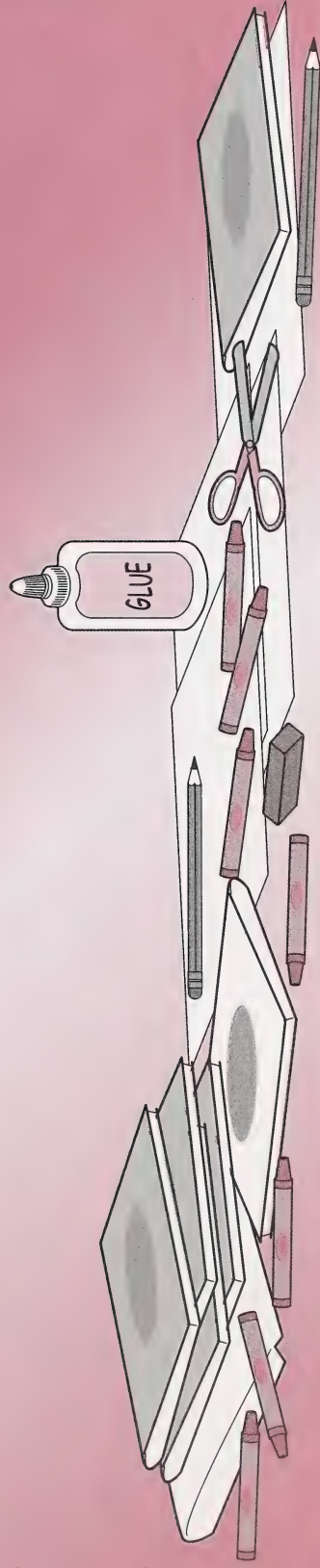
You explored the world of animals to compare what animals do to stay healthy with what you need to do. Even the dinosaurs of long ago helped to inspire you to stay active and healthy!

In Module 5 the journey goes on to investigate Water—Our Most Important Liquid.



Appendix

Image Credits Cut-out Learning Aids



Title Page

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Welcome Page

EyeWire Collection/Getty Images

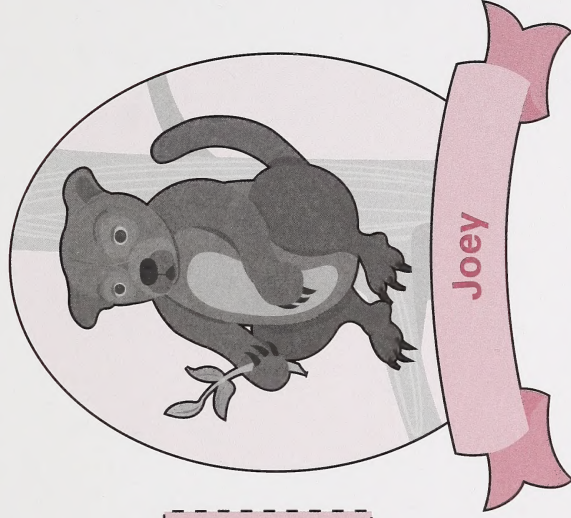
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	top right: EyeWire Collection/Getty Images
	bottom left: Digital Vision/Getty Images
	bottom right: PhotoDisc Collection/Getty Images
60	EyeWire Collection/Getty Images
61	PhotoDisc Collection/Getty Images
64	Corel Corporation
66	PhotoDisc Collection/Getty Images
67	PhotoDisc Collection/Getty Images
68	PhotoDisc Collection/Getty Images
70	PhotoDisc Collection/Getty Images
71	PhotoDisc Collection/Getty Images
74	PhotoDisc Collection/Getty Images
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	bottom centre: EyeWire Collection/Getty Images
	bottom right: Rubberball Productions/Getty Images

88	Rubberball Productions/Getty Images
90	PhotoDisc Collection/Getty Images
91	PhotoDisc Collection/Getty Images
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100	Corel Corporation
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Growth of a Tree Kangaroo Joey



Birth

- leaves its mother and finds its own food

$1\frac{1}{2}$

Years

- leaves the pouch for short spells

$5\frac{1}{2}$

Months

- looks out of the pouch

10

Months

- the size of a thumb

$7\frac{1}{2}$

Months

- comes out of the pouch to explore

